Break

Who speaks for Labour?

When the Labour Party's home policy committee considers the working party report on public schools on Monday, there is no guarantee that it will rubberstamp the watered-down version of the plan to charge full fees at universities that the education sub-committee let through as a compromise option.

In the first place, it would be surprising if the home policy committee chairman, Mr Tony Benn, hadn't had a word or two in private with Mrs Caroline Benn, who is a members of the small working party, chaired by education spokesman Neil Kinnock, which produced the proposal. There is, after all, little doubt that the threat of full higher education fees for independent school pupils sounds a tougher and sexier policy for wearing down the public schools than the other ideas like charging them for teacher training, or sabre rattling yet again about charitable status.

In the second place, the NEC education sub-committee which got cool feet about the fees plan is such a patently undemocratic body that its chairman, Mrs Renee Short, MP, refused to take a vote on the matter on those very grounds. The compromise was based simply on the feeling of a meeting which reflects various interests and personalities, present and past.

The making of Labour Party education policy (like reform of the party constitution) is a long drawn out and cumbersome process. At the heart of it as an all-purpose sounding boar dis the education sub-committee, a handful of whose members are nominated from the party's national executive committee. The rest of the 60-strong membership has been co-opted over the years by a continuing process of accretion.

The main Kinnock contribution to the policy-making process has been to set up a series of smaller study groups on various subjects, which he himself has admitted puts them in grave danger of having more chiefs than Indians on education policy.

It has also become the practice to ask various bodies such as the NUS and NUT to appoint representatives to the education sub-committee, and they have been among those most against the new proposals for higher college fees or a charge on teacher training.

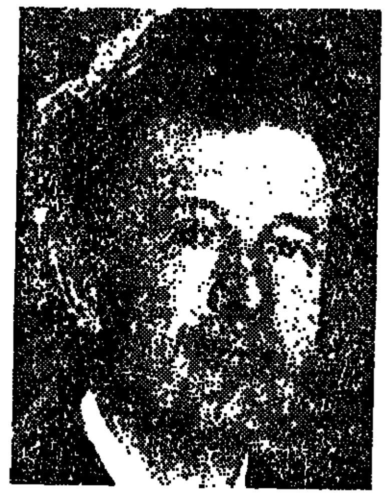
The home policy committee may have something to say about that next week. If not, there is still the NEC as a last democratic backstop on July 23.

AMA v AMA

It looks as if there will be a bitter cliff-hanging battle next Monday morning when the AMA's Labour education caucus meet to vote on their nomination for the education committee chairman—who will be formally elected in the afternoon.

The contenders, unless there are any more last minute nominations, will be Mrs Nikki Harrison of Haringey and Mr Peter Horton of Sheffield. Nikki Harrison has led the opposition against Angela Rumbold, the Conservative education chairman, while the Tories have hheld control of the Association of Metropolitan Authorities, and it had been presumed on all sides that she would take over the job after the swing to Labour in the May borough elections.

Nikki Harrison



Peter Horton

Now her deputy spokesman, Peter Horton, who up to a month ago was expected to support her for the job, has decided to run against her. "I've been persuaded to stand be members in Yorkshire and Lancashire who feel that the job should be contested", he says.

It has been a difficult decision for him, since he shares the widespread respect for Nikki Harrison and her qualities of leadership, but he feels that he has an obligation to stand, and that if he didn't someone else from the north of England would. George Conquest, the new education chairman for Manchester, has also been canvassed but his name has not gone in so far.

Quite apart from the feeling among some of the new members that there should be a selection, it is well-known that in the past north country chairmen have been reluctant to believe that ladies from the London boroughs could understand or represent northern industrial cities. Both Angela Rumbold and Nikki Harrison have felt this, and energetically done their best to dispel the prejudice, so it is presumably all the more galling for Mrs Harrison to find that this particular spectre is still dogging her.

Though she and Horton each have been chairman before (she got the job when he stood down for complicated political reasons), she is widely regarded as the most effective leader, while he is deeply respected for his work in Sheffield and on the Waddell committee.

Predictions about the result are difficult because of the new membership of the education committee, but the most informed bet so far is two to one for Nikki. Either way, the most interesting sequel will be the choice of deputy. Horton would be perfectly happy to be deputy to her if she gets elected. All the indications are that she will refuse to serve with him in either capacity.

As Labour Party in-fighting goes, north v. south makes a variation on left v. centre but sounds equally counter-productive.

Spock to Wolap

Whatever might have been said in the past about ILEA being remote from its clients, the possibility of its imminent death has wonderfully concentrated their minds on its virtues.

On Monday, the closing day for submissions to the Young Committee which is considering ILEA's future, the DES was awash with parents, pressure groups and petitions. These—the petitions, not the parents—were being carried by the boxload into Lady Young's office along with letters and submissions in a quantity that has not failed to impress the junior minister for education by its sheer weight, if nothing else.

One of the remarkable features of the Save ILEA campaign has been the strength and popular appeal of the instant parents' groups, which have sprung up almost spontaneously in many the inner London boroughs.

The first into the field WASP, the Wandsworth As tion of School Parents, which formed last year to fight ag the borough's request to pul of ILEA. At that time R Molteno was a parent governo a primary school; now as chair of WASP, he has built up an o ization with 400 paying mem whose tight efficiency is the en all the other groups which taken off in the last coupl months. (Rounding up 500 p at a week's notice for last nesday's riverboat delegation Westminster is quoted as example of WASP's organiz slickness).

The other parent groups are far behind in numbers, energ acronyms: e.g. SPOCK, WO LAMP, and DIC (standing School Parents of Chelsea and sington, West of London As tion of Parents, Lambeth Par and Defence of ILEA Campa There is also a Save the ILEA paign for Islington parents; C den and Isle of Dogs parents h held meetings but not yet fo organizations or acronyms.

Though most of them have members round to Elizabeth H in the last few days with arm of paper, there has been no coor ated attempt at petitions or ing so far. It is hoped, how to hold a representative mee before the end of term to plans for future action, discuss schedules, and the sort of likely to happen in the wak the Young Committee proposals

"We're not simply here for next few months", says Rob Molteno. "Even if we lose particular fight we shall be all the more. And if ILEA we could be an effective between ILEA and parents, perhaps press for parent repre tation on sub-committees."

One feature of the parent ca paign has been the size of mem they have got together at notice in local schools, and willingness of ILEA's leader, Ashley Bramall, to address th

Aristid

TES Literary competition

Competition No 4
Report by Scylla

You were asked how Milton, Hopkins or Dylan Thomas might have dealt with the subject matter of one of A. A. Milne's poems in *When We Were Very Young*. Examination candidates are used to exhortations to "read the question" and, sadly, we must ask our competitors to do the same. Many wrote on subjects not in Milne's book or exceeded the 12-line limit. Some of you added new material and this was sometimes acceptable: for instance, though Christopher Robin would never have thrown stones at his mirrored swan, Dylan Thomas's less pi hero might well have done.

Nineteen of Milne's titles were used. The three poets were represented in almost equal shares but most of the winners chose Milton. Although one might criticize their poems for sometimes unlikely words, they all have the recognizable Miltonic ring. Few were able to reproduce Thomas's complexity of rhyme and rhythm though Bill Greenwell's entry has it, perhaps because he took *Poem in October* as his model and starting point. Some of you produced occasional witty phrases, but not the Thomas flow.

Hopkins is a snare for the unwary parodist. A surface likeness is easy to achieve, but the slightest wrong note or wrong stress jars. Unfortunately by far the best entry, by A. G. R. Murfleet, exceeded the line limit.

£7 to Gina Berkeley, £6 each to Neil Curry, Bill Greenwell and Jonathan Fernside and £5 each to George Moor and P. W. R. Foot. Honourable mentions to J. M. Barry Woolhead, Olivia Firth and J. M. A. Kilburn.

THE KING'S BREAKFAST

Of Discord dire that rock't the social Spheres,
Hatefull to utter, when a Monarch fled
From Breakfast back to Bed,
Butter deny'd, and with effeminate tears
Rejected Marmalade,
What time his fearfull Queen uxorious sped
In skirts voluptuous and satin shoes
Through miry ooze to seek the Dairymaid,
Sing, Pastoral Muse! and let thy breath pervade
Proud Courts with purer air, as up the glittering stair
The jocund Cow melodious moos:
"There, there!"

Gina Berkeley

HALFWAY DOWN

High on that wooden and domestic slope
Which joins the ground floor to the floor above
And aids our commerce in between, I sit;
Not at its peak, yet neither at its base,
But at a point unique and median
Which no malignant tongue could say was down,
No flatt'rers candy with the name of Up.
Here is no sanctu'ry for th'infant sort,
Nor yet some populous and teeming town,
But in the neural mazes of my mind
Conjectures comical perambulate
That this indeed is Nemo's own domain.

Neil Curry

Buckingham Palace

It was my fifth year to heaven
Palm of my charmed hand in the nook of the nurse's fingers
And the palace palings by busby head in
Pointed shelter
The guard hardened fast though still fingers
The lips of the nurse o nhis pursed face as long legs drill
To march at the charge of the sock-sergeant's changing call While helter-skelter
Scribblese the busy king in depth of the palace's sea
With a wrong face to falter
On the salt lip of a distant window-sill
Until Time grips my wrist to wheen us back to a bleating tea.

Bill Greenwell

Lines and Squares

Whenever I, on summer mornings pent
In this great southern Pandemonium,
Upon her streets do issue forth and in
Perambulation pensive take my way,
Within each oblong paving-stone's confines
To curb my tread I am most careful; lest,
Delighting in my lapse, those ursine beasts
Whose wont it is to lurk, then, lurching forth,
To rend and fast devour all those who once
(Like Eve in our lost Paradise) transgress
This simple ban, should profit by my fault—
The which to shun is still my steadfast goal . . .

Jonathan Fernside

Happiness

Of magnitude immense, impervious
To the intrusive ocean, Nile or Styx
Were the twin shoon enorm about the feet
Of Johannis. Nor less upon his head
Rejective of the cascade thunderous,
Niagara pendant or the Afric Lake,
Ponderous and mighty rose all-Johannine
His helm. Volute about his limbs vast hung
A robe impluvial, Danae's guard.
But here the Muse nearing the terminus
Must make a stop conclusive—thus quoth he.

George Moor

The Mirror

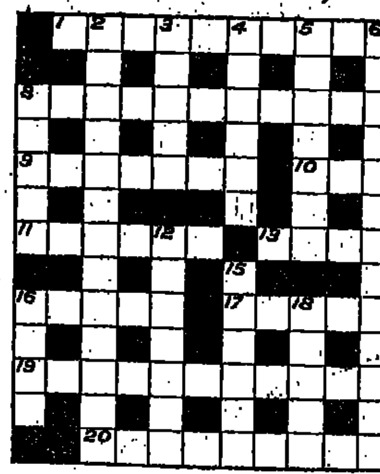
The full tilt river this afternoon
Has slumped into a see-saw swoon,
And there a sun-sucked stream slow slips
To the lookglass lake where a dumb swan dips
And sits upon another swan below,
Both soft-swaying with the drop-dead flow.
But then I trumpet to the place
Send a shaken stone to smash its face;
Huloo, my drub dogday swan of blue
The drowned deep bells ring out for you!
And as the waters cling and cluck
Sing out seven years of swan bad luck.

P. W. R. Foot

TES Literary Competition No 5
Set by Charybdis

Now that the last of many tens of thousands of CSE, CEE, O and A level scripts have been written, it is time to hear the reactions (in up to 150 words of prose or 16 lines of verse) of any famous dead writer to having, willy-nilly, his/her work used as examination set-book fodder. Closing date July 10.

Crossword No 1,194



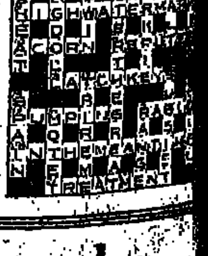
Across

1 Enough for a two-course meal in unusual order (10).
8 During timely intervals (7, 6).
9 Mindfully out of sight? (7).
10 Has a lordly owner (5).
11 'Both mongrel, puppy, whelp and hound And curs of low ——' (Goldsmith) (6).
13 Inventor who backed no side (7).
16 City of one's favourite artist (5).
17 Oft proclaims the man, according to Hamlet (7).
19 The idea when you were first thought of (13).
20 Does it shorten the horse-racing season? (4, 6).

Down

2 The Romans ma away with it (7, 6
3 Student short lea (5).
4 Threat of fello getting one (6).
5 Has made one the of course (7).
6 Provided by dumb waiter (6, 7).
7 Rapid roller Linden (4).
8 Light cover (6).
12 Our name is enough to charm one (7).
14 Any Londoner has it in his make-u (5).
15 The musical disp displays it (6).
16 'A little learning is a dangerous thing (——) (4).
18 The bird will defeat it (5).

Solution to Puzzle No 1,193



Next week

☐ A teacher's job is never done or is it? Timothy Rogers finds o mow many hours his staff work week. ☐ More about two of the pre sure groups set up to fight th break-up of the ILEA by Ann Neustatter. ☐ Frederick Rid president of the Politics Association on why political education need rethinking.
■ Books: A. S. Byatt assesses th work of Angus Wilson, on the d his latest novel is publishe Penelope Leach reviews a collection of books about small children the nook Nicholas Wapshott on the Francois Truffaut, Frances Hill local radio, Gerald Haigh on week's television.

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THE TIMES Educational Supplement

FRIDAY JULY 11 1980 NUMBER 3343 FIRST PUBLISHED 1910 PRICE 25p

On course for a good turn: Smurf, an entry from the St Francis Scouts, East Lancashire, beats off the opposition to gain the inside line for the approaching bend in a National Scoutcar race on Blackpool promenade last Sunday.

This week

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Plan to scrap school meals service alarms ministers

The crisis in the school meals service worsened this week as one county announced a plan to scrap meals for primary pupils. Government officials are trying to persuade the authority to change its mind. Meanwhile, the disparity between different authorities was highlighted by the decision of another council to launch an advertising campaign to persuade more children to eat a school lunch. **Diane Spencer reports.**

DES officials to suggest alternatives

Two senior officials from the Department of Education have been despatched to Dorset to have talks about the county's plans to abolish the school meals service for 40,000 primary children.

The DES is seriously concerned about the proposal to end school dinners for all but those who currently get them free.

The officials will be putting different options to the county administrators instead of the bald plan to close more than one hundred kitchens and sack nearly one thousand staff.

Members of the county's education committee will decide on Monday whether to approve the plan which has already been passed by the education sub-committee of Dorset's finance committee.

Although the Government has no power to intervene or prevent the county from going ahead with the abolition plan as the new Education Act gives local authorities freedom to decide what they want to do, ministers are concerned.

The Education Secretary's catering adviser, Mr Tony Ball, this week said he was not keen on the way Dorset had "chucked in the sponge" when other authorities had maintained their take-up rate on meals. He said the DES did not wish to see the service die.

While Dorset has yet to make up its mind, another council is going for an expansion of its meals service.

Following a dramatic drop in the demand for meals, Essex county council is spending £2,000 to attract customers to school dining rooms. A leaflet called *What's cooking at school* has been sent to schools throughout the county promoting meals, informing parents of prices and choices and preparing younger children for their move to cafeteria style service at secondary school.

LET THEM EAT DINNER LADIES
DES

The council has saved £4.5m so far on its school meals budget by sacking dinner ladies and increasing the price of meals to 45 pence.

Last week, Mr Mark Carlisle, the Education Secretary, told the Association of County Councils that school meals' spending was 60 per cent above the Government's estimate, although other education spending was more or less on target.

Dorset's proposals have provoked an angry reaction from the National Union of Public Employees which represents the majority of the school meals workers. A lobby of the education committee will be held on Monday.

The decision to end the service has been caused by a 50 per cent drop in demand for meals following a price rise of 10 pence to 45 pence at the beginning of this term, coupled with a switch to convenience food.

Mr Peter Godling, the deputy education officer, described the change as the difference between a Saturday and a Sunday lunch: fish fingers and baked beans, not a roast and two veg. The council anticipated only a 15 to 20 per cent drop in demand.

Mr Bill Ballard, the local secretary of the National Associaton of Head Teachers, said the authority had acted "very commendably" in grasping the nettle passed to local government by central government.

But Mr Ballard and Mr Haydn White, the local secretary of the East Dorset branch of the National Union of Teachers were concerned with the plight of free meals children.

Prices vary: A recent survey carried out by the National Confederation of Parent-Teacher Associations, reveals a wide variation in prices up and down the country.

Of the 83 authorities who replied to the survey, out of a possible 104, 39 per cent of primary schools charge 35 pence; 32 per cent 40 pence; 15 per cent, 45 pence; 11 per cent, 50 pence and 3 per cent 55 pence. Secondaries: 46 per cent, 35 pence; 26 per cent, 40 pence; 12 per cent, 45 pence; 10 per cent, 50 pence and 6 per cent, 55 pence.

● Children do not always choose wisely in a cafeteria system of school meals now operating in most secondary schools.

Mrs Ruth Squire, head of Ashley Down Infant school, told a British Nutrition Foundation conference in London last week of a boy who chose three portions of jelly instead of a three course meal. School tuck shops, while raising money for school funds, do not operate in the child's best interests, she added.

Tory revolt fails to stop grants reform

by Sarah Bayliss

Controversial reform of the way local government is financed by Whitehall passed through the report sttage of the House of Commons on Tuesday.

A number of Conservative back benchers, including Mr Geoffrey Rippon, former Environment Secretary, broke ranks and attacked the block grant, clause 45 of the Local Government bill, but not enough to defeat the Government.

A three-line whip compelling all MPs to vote on this major legislation was imposed, and an amendment put by Mr Roy Hattersley shadow environment spokesman was lost by 289 votes to 239, a Government majority of 50.

Several amendments to terminology were agreed by the Government, but the principle of block grant, replacing the needs and resources element of the current rate support grant, remained intact.

Mr Rippon warned that the financial provisions would prove unworkable and would create an "enormous addition" in administrative staff at local and national level.

Mr Anthony Beaumont-Dark, MP for Selly Oak, said the Government was acting like a "dictatorship" and faced the united opposition of all the local government associations. He would not tarnish his reputation and experience in local government by voting for block grants.

Referring to "claw back" and penalties against individual authorities, he said: "There are ways of controlling local government without using a great big hammer to stop a few nuts."

Mr Tom King, minister for local government, defended the changes proposed and said talks with the associations continued.

Final parts of the Bill will be heard next week. It is expected to have a first reading in the House of Lords before the summer recess. It must become law by November.

Mr Ian Coutts, chairman of the finance committee of the Association of County Councils, surprised the ACC's annual meeting last week by saying opposition to the block grant had been "overstated".

TIMES PAST THE TIMES
EDUCATIONAL SUPPLEMENT
New Printing House Square, London WC1X 8EZ. Telephone 01-837 1234

End capital punishment —keep ILEA intact but more accountable

There are four separate issues raised by the present review of the Inner London Education Authority.

First, there is a matter of straightforward political jobbery: ILEA has a built-in Labour majority. Only when Labour is in charge at Westminster and has made itself deeply unpopular, do the Conservatives stand a chance of winning control of London education. Some Conservatives in London and at Westminster would like to find a way, fair or foul, of changing this political arrangement. One way of doing this would be to break up the ILEA area and give education to the boroughs.

Secondly, ILEA is expensive. Unit costs are much higher than those in other urban areas—about 50 per cent higher than in Birmingham, for example. This sticks out like a sore thumb. It is perfectly fair to question this and see where the trail of answers leads.

Thirdly, there are questions about the quality of the education provided by London schools and colleges. Critics have sought to attack the ILEA for the shortcomings of London education, and to suggest that ILEA is too big and impersonal to provide a quality service.

Fourthly, the ILEA is a constitutional anomaly: its members are recruited partly from the inner constituencies of the Greater London Council, partly by nomination from the inner London boroughs. It precepts on the boroughs for its income, and it is able to consider the needs of education in isolation from all the other local government services. Here again, it is fair to ask whether the anomaly deserves to continue, whether it is in any way connected to high unit costs, and what other constitutional arrangements could be made which would make London's local governors more directly accountable for the education service.

The first point can be disposed of quickly. Lady Young and her ministerial colleagues must ignore vested political interests—no less obvious in Labour's defence of ILEA than the Conservatives' attack—and deal with the arguments on their merits. London education is far too important to kick around for party political gain. Whatever is recommended will have party consequences and politicians are not plaster saints, but Lady Young has enough integrity to deal straightforwardly with the substantive issues and reject out of hand the invitation to jerrymandering.

As to the high cost of London education, here ILEA has a ready answer—the unit costs of inner London education are high in relation to those in other metropolitan districts; but all London costs are high. Social services in inner London boroughs cost nearly three times as much as social services elsewhere in England and Wales. Housing costs are four times as high as those elsewhere. Education is more expensive, according to this argument, for good practical reasons connected with life in the metropolis, but the tendency for costs to go on going ahead has been much better resisted for education than for other services.

It may well be that there is still some probing to do—examining the differences in detail rather than globally—before London's defence can be accepted at its face value. But what is quite clear is that the critics have not proved their case; they have not yet shown that London's higher spending is the result of extravagance. In the absence of any more telling evidence, it would be unsafe to build too much on the financial statistics.

As to the arguments about quality, here, again, the case for the prosecution is thin, but that for the defence fails to rebut the charge conclusively because it is in the nature of arguments about educational standards that they usually elude definitive conclusions. For many political observers, the arguments about costs and quality roll up into a single dispute about value for money. But in this respect there is a serious danger that, as in the summer sales, false comparative prices will be displayed. There is no evidence—there can be no evidence—to show that a different administrative or political arrangement would yield better results, let alone better results at lower cost. As Chesterton observed on another occasion, those who want to break up the ILEA are asking ministers to buy, not a pig in a poke, but a poke on the off-chance that there might be a pig in it.

On grounds of cost and quality there seems to be little to justify the radical changes proposed by the Baker report—the break up of the ILEA and the vesting of responsibility for education in the inner London boroughs (or those of them which chose to take it up). It is clear that some of the inner London boroughs are not up to the job, even assuming there were compelling reasons for the great upheaval and additional expense which would follow from such a change. There is the awful example of the last local government reorganization to keep in mind, as Lady Young must know from her experience in Oxford. The costs of reorganization would certainly not be small, and the disparity between the resources (and obligations) of the rich and poor boroughs, now compensated for in the finance of ILEA by robbing Peter to pay Paul, would have to be dealt with by yet another specially invented financial mechanism. To push this through when the Government is trying to hold the lid down on rising costs would be little short of madness. The capital can do without this kind of punishment. It is inconceivable that the disruption which would follow could leave the schools and colleges unscathed.

There remain serious and respectable questions about accountability and financial control. These may be thought a bit theoretical, perhaps, because it is not obvious that a differently composed ILEA would have acted differently, but still, there are questions which have to be answered. This is where Lady Young and her colleagues seem most likely to concentrate their search for a way out. They could, for example, reach back to before 1903 and reinvent the London School Board, one of the great public institutions in English educational history, and set up an *ad hoc* authority with its own directly elected members. But the London School Board was criticized in its day because it became a happy hunting ground for pressure groups—the Churches and the teachers' unions—who promoted candidates and packed the Board with one-track minds. An *ad hoc* board would still be open to one of the present objections to ILEA: education spending would continue to be considered in isolation from the other local government services. A new factor, somewhat reducing this objection, would be provided by the new local government Bill: in future, the Department of the Environment will publish standard unit costs for ILEA which will mean that every year, the authorities on whom ILEA precepts will be able to compare what they are being asked to pay with standard costs laid down (fairly or unfairly) by the Government.

At the very least, Lady Young and her committee are bound to look for a closer link between the councils of the inner London boroughs whom the ILEA serves and the control of London education, and some stronger financial steering mechanism to prevent ILEA from being carried away by its own precepting powers. It cannot be beyond the wit of the galaxy of ministerial talent over whom Lady Young presides to come up with such a scheme, and lay to rest, for the time being at least, the attempt to break up the ILEA administrative unit—an area which has been administered as a single education authority for 109 years.

If there is to be a reform on a wider scale—if the axe is to be laid to the root of the tree—then let there be some questions asked about the metropolitan counties: the GLC itself, and the other conurbation authorities which have spawned large staffs without correspondingly large responsibilities. That is where a new Napoleon of Notting Hill might start. At all events, it would take some of the heat off ILEA.

Comment

Calories, cafeteria and confusion

With all the horror stories about the collapse of the school meals service, and hordes of children gorging themselves on chip butties and crisps, it would be easy to accuse the Government of callously abandoning the welfare of the nation's children. But the fact is that nobody really knows what is happening across the country. The current confusion is perfectly understandable; it will not be until October at the earliest—with the normal annual census of school meal take-up—that anyone has a global view of what has happened in the wake of the Education Act, 1980, and the spending cuts. Even October may be too soon. There is always a drop in the demand for school lunches in the summer, and in the past rises in the price of school meals have always been followed by a short-lived fall in demand.

Nor will the changes in the kinds of meal on offer, and the prices charged, be finally settled by the end of this term. In his speech to the Association of County Councils last week, Mr Mark Carlisle, the Education Secretary, pointed out that local authorities were more or less on target (his target, that is) with their cuts in education spending, except for the school meals service where, it was estimated, only 40 per cent of the Carlisle cuts would be achieved. In other words, the school meals service looks like being cut from £400m to £320m, instead of to £200m, as Mr Carlisle assumed.

L.e.a.s have a limited number of commercial options or combinations of options for school meals: they could increase the price further, risking another drop in demand. This is probably most sensible in those areas which for political or technical reasons did not put up their prices earlier. A straight reduction in the quality of the meal or the range of services would be another way—Dorset's plan to axe its school meals service completely (except for free meal children) is the most extreme example. Or—the ideal market response—school caterers could stimulate demand by serving the kinds of food children are prepared to pay for; letting debased tastes for junk foods prevail over nutritional objectives (they probably will, anyway).

It is not necessary to go along with Mr Carlisle's exaggerated belief that in respect of school meals "authorities are facing the biggest policy change since 1945"—what about Circular 10/65?—but there is no doubt it is going to take time to work out new arrangements and adjust expectations to fit them. In the process some people are going to get hurt—notably children from poorer families and those unfortunate dinner ladies who will lose their jobs at a time when other forms of employment are hard to find. But as a form of welfare payment, subsidized school meals have left a lot to be desired for a long time. The original wartime notion of free school meals as a free and undiscriminating social benefit was abandoned some 30 years ago. What has remained has been a mixture of diluted social policy and practical school administration, which now survives but in an even looser form.

The Warnock test

The Government's White Paper on the education of the handicapped is expected before Parliament rises, which means within the next few weeks. Lady Young has been masterminding this and the consultations on which it and the ensuing Bill will be based. Her first priority is to follow up the assurances given by Mr Mark Carlisle when the 1980 Education Act was on its way through Parliament. In that Act, the provisions for parental choice of school expressly excluded the handicapped. Lady Young's White Paper will have to take up the Warnock proposals for a multidisciplinary allocation procedure based on different categories of learning difficulty, and gives parents rights of appeal if they disagree with decisions about placement made by the local authority.

In order to do this it is thought that it will be necessary to offer convincing reasons why Section 10 of the 1976 Act should be repealed. Section 10, inserted by Lord Vaizey and his noble colleagues in the House of Lords, sought to establish a presumption that children should be sent to ordinary schools unless there are overriding needs for educational services which can only be met efficiently and economically in specialist schools.

By accepting Section 10, the last Government had to accept a presumption of integration: but Warnock is not based on any such presumption. By translating the debate on integration into an argument about parental choice and allocation procedures, the Government run the risk of clouding the issue. Parental choice in regard to the handicapped means relatively little as things now stand. Parents cannot "choose" integration, if the only kind of integration available is the integration of an unimplemented Warnock.

What people will be looking for in the White Paper will not be face-saving legal formulae on parental choice, but administrative devices which actually offer levers to change the existing system. Warnock's "named person" procedure is one of these: a way in which attitudes and practices could be altered by changing the operation of bureaucracy. So powerful is the inhibition against doing anything which might conceivably cost money, however, that there will be a real risk of producing a lead balloon. The White Paper will be a test of the Government's ingenuity no less than their sincerity.

The TES

The Editor of *The Times Educational Supplement* apologizes to readers and advertisers for the inconvenience and annoyance caused in recent weeks by the inclusion of uncorrected pages in *The Times Educational Supplement*. Last week was a case in point. Owing to industrial difficulties in the composing and reading areas, a number of pages including the leader page had to go to press without being revised and the result was garbled text and misplaced headlines.

Every effort is being made to maintain an acceptable level of production. But it would be misleading to suggest that there are not continuing difficulties to overcome.

No comment

"The purpose of RE teaching in this school is not to test either comprehension or creativity. We are a Church School and we are aiming to teach knowledge and understanding of the Christian Faith."

Letter to a parent who complained that for his eight-year-old son to copy passages from the Bible was "neither creative nor did it teach comprehension."

NEWS

Department head wants inquiry into 'high-handed' Royal College board

Call for radical changes in examination of music

by Richard Garner

Radical changes in the way music examinations are conducted have been suggested by a leading music teacher who accuses the country's biggest examination board of "secrecy" and "high-handedness".

Mr Noel Long, author of several music books and head of music at King's College School, South London, for more than 20 years until his resignation last year to become an assistant teacher at the school, suggested the dominance of musical examinations by the Associated Board of the Royal Colleges of Music should be reported to the Monopolies Commission, adding: "The question of whether this near-monopoly is against the public interest is one which needs to be tested before the Monopolies Commission".

Among the improvements he is calling for in a pamphlet he is planning to publish are included: (i) better methods of choosing and training examiners; (ii) employing specialist examiners at least for the higher grades; (iii) setting up new machinery for consultation and feed-back from teachers; and (iv) improving the syllabus content in various areas. He says the board deals with five out of six music examination candidates.

He said it is important "to lift the veil of secrecy which protects the government and central organization of the board", adding: "There is no regular machinery to give the 'consumer' i e, the schools, a voice in the affairs of the Associated Board. In the case of the GCE Boards, the consumer's voice is further represented by the teachers' unions and professional organizations which channel teachers' suggestions, criticisms and complaints to the examining boards.

Mr Long, who was turned down for the job of an examiner but denies that there is any element of "sour grapes" in his pamphlet, said that the interview process produced questions that were "purely rhetorical, requiring agreement and that independence of mind would not be regarded as an asset".

He said the reliance on general examiners should be changed adding: "At the highest grade the tendency to be lenient towards the less familiar instruments is thought to be even more marked than in the lower grades."

On the question of the syllabus, he said there have only been "a small number of changes in the board's examinations in the last half century" and "there is a slowness in admitting new instruments to the list of those examined". At present the board has not initiated examinaons in the recorder, saxophone or percussion instruments.

He concluded: "The board's main shortcomings—secretiveness, high-handedness and deep conservatism—have not come about as a result of any sinister plot. . . . They result from a much more peculiarly English process—that of growth without evolution so that the affairs of the huge public institution which now exists continues to be directed almost in the same way as they were 100 years ago.

"However, if the process of growth was innocent its results are not: already the dangers of near-monopoly are evident in many different directions. Steps must be taken urgently to bring about the 'open government' which will encourage the Associated Board to acknowledge accountability to its customers."

Mr Philip Cranmer, secretary to the Board, said it was "entirely untrue" to suggest interviews for potential examiners were designed to weed out people of an independent mind, adding: "We regard the personal qualities and general approachableness of the interviewee as extremely important."

He said the board employed general examiners instead of specialists because "there is a danger if you have a violin player examining a violinist, for example, that he would be attracted to a particular technique and would mark a candidate down who employed a different technique".

He said the board would welcome competition and was having difficulty in coping with the increasing number of candidates it dealt with every year. At present it has about 350,000 candidates a year—representing an annual growth rate of between 5 per cent and 7 per cent. He cited the growth in the board's workload as a reason why it had been unable to concentrate on matters such as introducing examinations in different types of instruments and instituting consultation procedures. "If, for instance, we were to start to examine the recorder, we would grind to a halt", he added.

Mr Long said he had based his pamphlet on replies he had received from 40 examiners after a request for information.

Unions dig in on claim

Teachers' leaders have totally rejected the claim made by local authorities that an increase on their 9.3 per cent pay offer for 1980-81 will lead to widespread redundancies and a severe curtailment of services.

Mr Fred Jarvis, general secretary of the National Union of Teachers and leader of the teachers' panel on the Burnham Committee, which negotiates pay, told an arbitration hearing that the authorities had offered to pay 13 per cent before Professor Clegg had admitted a 4 per cent error in his commission's report on teachers' pay.

In their evidence to the hearing the teachers, who are asking for 21.2 per cent (the equivalent of the rise in the cost of living) argued that the Clegg report rests "on a very suspect basis" if one accepts the error since it then compares graduate teachers with three years in teaching and one in teacher training (mainly at the age of 25) with graduates in industry only three years out of university (mainly aged 24).

The teachers then pointed out that other public sector employees have had increases substantially above 13 per cent—including workers in the gas industry who received an average of 17½ per cent for manual workers and of up to 25 per cent for administrative and technical staff. British Rail settled for 20 per cent.

Their submission highlighted the differences between teachers in Scotland where there had been no attempt by the employers to renegotiate the Clegg award and a 14 per cent pay offer had been rejected and those in England and Wales.

On Wednesday, the National Association of Teachers in Further and Higher Education submitted a claim for a 32 per cent pay rise for college lecturers to the arbitration panel.

Cuts: women suffer most

by David Lister

Cuts in the education service are hitting girls and women much harder than their male counterparts, the Equal Opportunities Commission argues in its annual report published this week.

The report says: "The commission is deeply concerned about the unequal effects upon girls and women of a contraction of educational provision resulting from the Government's financial policy."

Women will be particularly badly hit, says the report, because of the closure of nurseries, a reduced school meals service, a restricted programme of adult education, redundancies among part-time teachers and cuts in the number of discretionary grants awarded.

The report also expresses concern about a possible reduction in the number of university places, as the majority of women students are studying humanities or arts subjects which, says the report, seem most likely to be reduced. The commission urges that such cuts should be accompanied by a programme of "compensatory" or "conversion" courses to allow fifth and sixth form students to prepare themselves for the HE courses which will remain in existence.

The report adds that the percentage of women appointed to the Department of Education and Science remains low. At present the figure for the DES is 11.8 per cent.

Discrimination ruling

A resolution deploring the controversial assisted places scheme, and which would have prevented Methodist schools from taking part, was amended last week at the annual Methodist conference in Sheffield to allow schools the option while urging them to "think carefully before participating".

The resolution was proposed by the board of the church's own division of education and youth. But after the conference president, the Rev Dr Kenneth Greet, had explained that because of the limitations of a 1903 trust deed, the conference had no legal power to tell the schools what to do, the amendment recognizing the responsibility of the board of management for residential schools was accepted.

The church has 13 boarding schools. An earlier amendment moved by Dr John Gibbs, chairman of the board of management of Methodist schools, asking the conference to leave the question of participation to the management board, was defeated by only three votes, 180 to 177.

Safe bet: Dr Edward Carpenter, the Dean of Westminster, examines the work of 14-year-old Herbert Walters of Wycliffe School, Battersea, London winner of the Permoglaze Safety Education Trust's national Painting a Safer World competition. The entries were on display in the abbey grounds.

Ministers consider ILEA

Legislation to break up the Inner London Education Authority seems unlikely to be announced in the Queen's Speech this autumn. Ministers examining the authority's future have met only twice and it is now thought that it may not have a report ready until mid-September.

The ministerial inquiry was set up after a Conservative working party chaired by Mr Kenneth Baker MP recommended that the ILEA should be broken up and education powers given to the individual boroughs.

By all accounts, the group of ministers, chaired by Lady Young, is still keeping in play both options which would retain a single education authority for inner London and options which would involve some form of break-up.

Possibilities under consideration include: leaving the ILEA alone; returning responsibility for schools to the individual boroughs, with a joint committee to run higher education (the Baker solution); transferring education powers to small groups of boroughs; allowing individual boroughs to secede from ILEA if they wish; direct elections to a single education authority similar to the old London School Board; and reconstituting the ILEA as a statutory joint committee of the inner London boroughs, as proposed by the Marshall Report in 1977.

Opinion among the departmental ministers attending the meetings appears to be evenly divided on the merits of ILEA with Dr Gerard Vaughan, the DHSS minister, as the most hawkish in favour of a break-up. Lady Young has yet to make her views plain, either within or outside the DES, but it is thought that the Secretary of State, Mr Mark Carlisle, is reluctant to cause an educational upheaval in inner London and would like to delay a decision for as long as possible.

Even Mr Baker, author of the original report, seems to have got cold feet about the radical nature of his own proposals. In Question Time in the Commons on Tuesday, he expressed support for the option allowing boroughs to withdraw from the authority if they wished to do so.

The Marshall proposal of a statutory joint committee of the inner London boroughs is favoured by Greater London Area Conservatives, whose education advisory committee has published a report in direct conflict with Baker.

During Question Time in the Commons on Tuesday, Dr Rhodes Boyson, the Education Minister, said the Government would "make a statement" when its examination was completed.

Gateshead beat

Children are more likely to be beaten in Gateshead schools than in any other area for which statistics are known, say the Society of Teachers Opposed to Physical Punishment.

STOP say 708 cases of physical punishment were recorded in the area in one recent term. This makes a 5 to 11-year-old four times more likely to be caned in a Gateshead school than in one in Croydon, the previous top of the league.

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Platform

John Vaizey pays tribute to novelist C P Snow and his defence of academic tradition

Pride in the corridors of learning

C. P. Snow's contribution to the education debate took two forms. The first, which was underrated, was the defence of the academic tradition embodied in his own grammar school, the university college he went to, and the research he did at Cambridge. He regretted the assaults on this tradition by what he saw as a kind of thoughtless and superficial egalitarianism, and he incurred odium when he expressed his own pride in his son's achievement as a Scholar of Eton.

This strong belief in academic learning was the basis of his Rede lecture. For Snow, as I understood him, the passion for learning in all forms was the highest of modern civilization's achievements and, he argued, that learning had flowered most brilliantly in science and technology. Far from underrating scholarship in the humanities, or literature, painting and music, he nevertheless distinguished learning in the post-Renaissance era as having the characteristics chiefly associated with physics and the experimental sciences and of course mathematics.

He was not himself an especially distinguished scientist, but he knew several great mathematicians well and he was in Cambridge during one of its greatest periods, so almost alone of those who could speak to non-scientists he was able to communicate, (perhaps to some degree to romanticize), the intellectual excitement of science and mathematics. In so far as there was such a thing as pure thought, that rose above national or religious or temperamental chasms, it was the clear white light of mathematical achievement that was it. His distaste and disdain for those unable sympathetically to enter into this enthusiasm arose from what he regarded, properly I am sure, as an offensive and patronising air arising from ignorance and bigotry, two things he detested.

Thus there arose the Rede lectures. We may not be able to "do" science, any more than we can compose or write originally, but we can seek to broaden and deepen our experience by entering sympathetically and by hard intellectual effort into the achievements of these distinguished minds. His sympathy for the Soviet Union, which I found distasteful, arose not from any wish to minimise the Gulag and the Terror, but because he admired the Soviet education system, with its emphasis on science (which was above ideological differences), and the Russian novel seemed to him to embody a tradition, a depth of tragic understanding, that put the tawdry régime into perspective.

As a commentator and critic Snow had an extraordinary width of reading and experience, and a depth of understanding, that made his weekly pieces in the *Financial Times* in the past 10 years perhaps the most interesting critical writing (except for Eng Lit specialists) that had appeared for a long time; it was work in the tradition of the great French critics of the nineteenth century. It expressed once more his gifts of insight, of tolerance of diversity, and his sense of the international characteristics of scholarship and learning that made the serious discussion and recognition of literature, science, technology and society the core of this civilization's positive achievements.

Which brings up the discussion of the Rede lectures. Snow was appalled by the ferocity and vulgarity of Leavis's attack on him—and I write this fully aware that a deluge will now descend on me too. It is fairly easy to see what annoyed Leavis. As a novelist, C. P. Snow sold very well; his books appealed to a wide audience; but in the worst of them it did seem that the characters were little better than lay figures, and in his use of language it sometimes seemed that one word was as good as another.

Snow did not regard the professional study of English literature as anything remotely like the heart of the modern intelligence—if there were such a heart it was mathematics and physics, but of course Snow did not take so monolithic a view of learning—and if literature were to be seriously studied, then the achievements of the Russian and French writers seemed to him to be greatly more interesting than those of the English, and if the English were to be considered, he would have had a more catholic taste than Jane Austen, George Eliot, D. H. Lawrence, far as he was from any dismissive tone to any of them. Indeed, dismissive Snow never was; he would have thought it both demeaning and ignorant to be so.

The main theme of the Rede lectures was, then, accidentally an attack on Leavis's idea of English and the study of literature as the centre of a modern university; and there is something absurd that the claim should ever have been made when Cambridge was the place where Rutherford, Keynes, the molecular biologists, Wittgenstein, and the mathematicians were working and where ideas from all sources charged the atmosphere. At the heart of his idea of the two cultures was the notion that the people brought up in the absurdly narrow English tradition of a specialized humanities or science sixth form, and then a specialized honours degree, could regard themselves as educated or cultivated, when their intellectual faculties were so unnecessarily stunted and their sympathies disastrously narrowed.

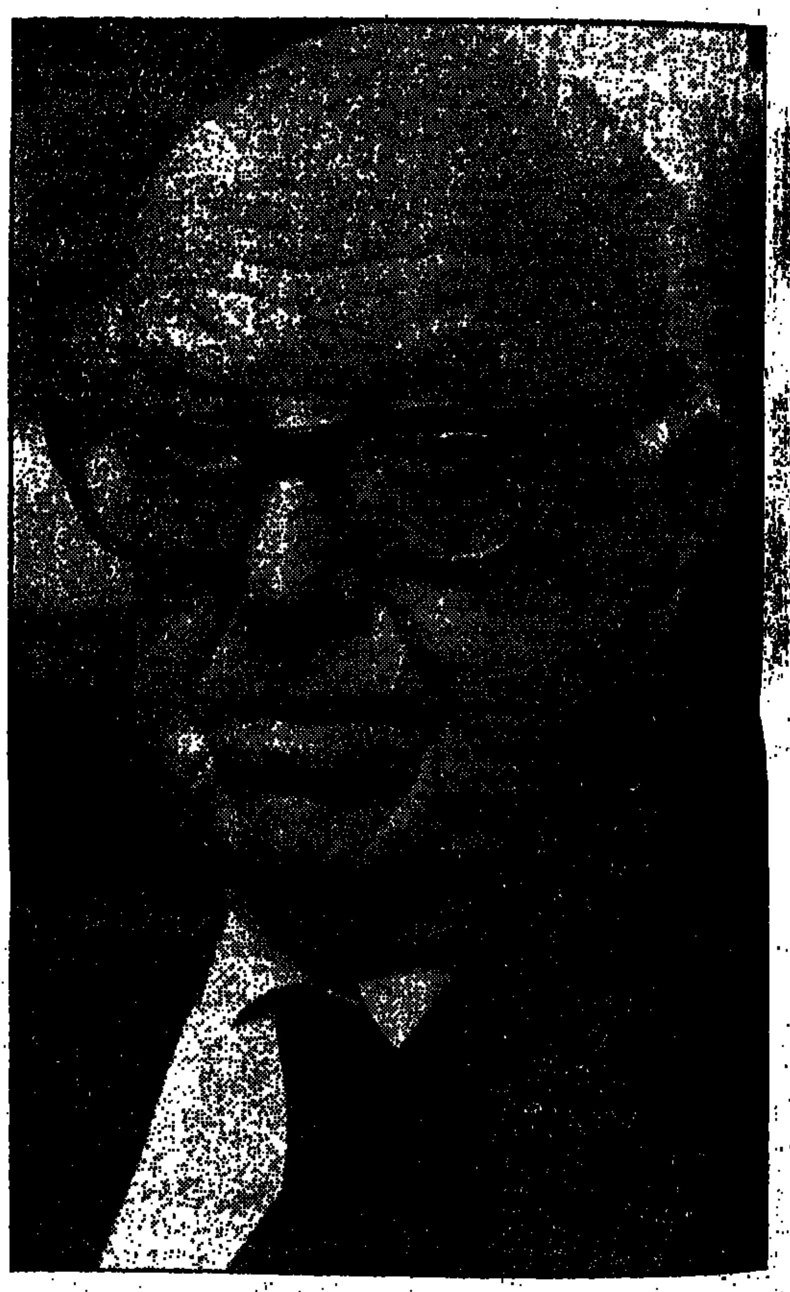
He claimed, with less than total accuracy perhaps, that a scientist who never read a book, or went to a concert, was no less a barbarian, than a humanities graduate who found no excitement in reading *Nature*. His great instance of the ignorance of humanists, the second law of thermodynamics, called forth the most brilliant piece of scientific journalism in modern times, John Maddox' exposition of that law in a full-page article in *The Guardian*. It proved Snow's point, though suggesting that Snow had chosen an unfortunate example. Snow was himself so widely-read a man, with such wide sympathies, that he was not only surprised by the narrowness of humanities specialists, he probably consistently underrated the boorishness of the average academic.

Is it unfair to say that most of them, from whatever background, rarely pick up a book? Or that most are not exactly enthusiastic about ideas? I find Snow's passionate espousal of a wider idea of culture, akin to Matthew Arnold's in his day, part of his incurably romantic optimism about the power of education (in the best sense) to make people better.

The disgraceful Leavis outburst, and the glee which his acolytes expressed at seeing what they regarded as a phoney second-rate novelist cut down to size, saddened Snow. (A similar onslaught on Noël Annan had less effect because, though Noël Annan had not written *The Masters* he had lived it—and won—and he could and did fight back.)

It was part of what Snow saw as the onslaught of the Yahoos, of those who "didn't want to know", which, to his growing distress, he saw as the motivation of some of those who destroyed the grammar schools and replaced them by comprehensives. His last novel is an attempt to come to terms with the social destructiveness of the intellectual and physical vandalism which has followed the great social reforms and rising prosperity (at least till a year or two back) of the past 40 years; the social democratic and scientific optimism of the early post-war years has a darker side of mindless destructiveness and intolerance which he saw both on the intellectual level, and in the motor-cycle gangs and thugs.

His admiration for College at Eton, as for the Grandes Ecoles, or the Soviet specialist schools, was based upon what he saw as their devotion to intellectual excellence of "wanting to know", which for him stood out against the destructive impulses in man. For so benign a man, he came late (one suspects) to appreciate the power of evil. The Moors Murders, on which his wife wrote a book, and Auschwitz, were expressions of the twentieth century mind, which seem inextricably interwined with great intellectual achievements; he tried to understand it; and for that I, like his other friends, am deeply grateful.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MACMILLAN EDUCATION

NEWS

Society of Education Officers Conference, Leeds. Reports by David Lister

Officers bitter at declining differentials

ngry education officers demanded e weekend that their pay be kept ove that of teachers.

More than 200 officers attended a rivate meeting of the Association Education Officers, the trade ion wing of the Society of Education Officers, at 8.45 on Sunday orning. The fact that so many rned out at such an early hour as later said to be indicative of e bitterness over pay.

The meeting passed a resolution at differentials between officers nd teachers must be restored, and that education officers in every authority should put the officers' case to the education committee chairman.

The AEO is also through NALGO pressing the local authority associations to reconvene the Houghton Differentials Working Party which was suspended last year.

Mr John Bevan, chairman of the AEO and deputy chief education officer in the ILEA, said after the meeting: "Before 1975 it was a natural progression for teachers to move into educational administration. Now it is more financially attractive to stay in the teaching profession and occupy less responsible posts."

Education officers' anger stems from the 1975 Houghton award which narrowed the differentials between officers and teachers, and means that some chief education officers earn less than polytechnic and college principals, and officers lower down the scale earn less than school head teachers and senior teachers. In addition local authority advisers, whose pay is linked to teacher scales, are often paid more than the people to whom they are responsible. Advisers can get up to £3,000 more than the deputy director of education in some authorities.

Education officers below the rank of deputy have just rejected a pay offer of 13 per cent. Chief officers and deputies who are claiming "a substantial increase" and are hoping for at least 20 per cent will have a response to their claim on July 24.

At present the average maximum pay for CEOs is £18,000.

Lord Boyle launches attack on Government assisted places scheme

Lord Boyle—uneasy and sceptical.

Lord Boyle, the former Conservative education minister, launched an attack on the Government's assisted places scheme when he addressed the Society of Education Officers at their meeting in Leeds last weekend.

He said he felt "uneasy and sceptical" about the scheme—to give grants to parents who send their children to private schools—particularly as local authorities were cut right out of the scheme.

Lord Boyle said he could understand why the scheme came into being, as the abolition of the direct grant system was bound to cause hard feelings. But, he said, it was difficult to justify the new scheme against the background of other cuts.

He went on: "Also I do not like what amounts to a declaration that the maintained system cannot cope with the range of abilities in some of our big cities." He added that when he listened to the Government proposals in the House of Lords he felt he was listening to a "wrecking amendment" to the 1944 Act.

Lord Boyle, who said he no longer took a Party whip in the Lords and denied rumours that he would become a sponsor of a new political party, said he was "just not convinced that Britain's main economic problem today is the problem of public expenditure." He also told the society that there had been some erosion in the relative position of the Department of Education and Science to the Department of Environment.

Mr Neil Macfarlane, junior education minister, was challenged on the question of independent schools when he addressed the conference on provision for the 16 to 19s. Mr Macfarlane was asked that the Government should give a lead on a tertiary system for the 16 to 19s. Mr George Cooke, secretary of the SEO, said: "If there is a strong lead from Government for a 16 to 19 system we shall still have a serious problem of how to combat the view that the independent sector with 13 to 18 provision is somehow a superior thing.

"I plead that government action should not make that much more difficult the task of local authorities in establishing the prestige of the 16 to 19 system."

Humorous note for literacy

Literacy tutors were recommended this week to play games such as Monopoly and I Spy with adult students and tell them knock-knock and elephant jokes.

Writing in the newsletter of the Adult Literacy and Basic Skills Unit, Gillian O'Shea, a tutor in the London Borough of Waltham Forest, says: "Some people maintain that there is no place for games when helping adults to learn to read.

"However, I would suggest that games can be a very useful tool for the tutor and provide the student with a more interesting method of practising that which needs reinforcement and repetition. Games can also be used to help the student develop survival skills in a literate society."

She adds that games need not imply competition, childish activities or embarrassment. Instead they can help the illiterate student become more comfortable in social situations and in the case of verbal games provoke curiosity about language, involve deductive thinking and the application of logic to language. Jokes and limericks come under the heading of verbal games.

Ms O'Shea gives the example of Monopoly, which she says is "rather lengthy and complicated but good in that instructions have to be read. It has some social value in that choice is involved and money handled as well as containing a reading content."

She points out that games have the additional benefit of introducing some humour and fun into what can be a daunting task—improving one's reading skills as an adult.

Personal column

John Rae

Cats on a hot tin roof

The present crisis in relations between animals and humans may have its origins in the darkest corners of prehistory but its immediate cause is last year's campaign by the British Animals Revolutionary Council (BARC) to remove distorting images of animals from literature and the media.

One of the most active protest groups has been the Feline Liberation Organisation (FLO) which has campaigned against the unfavourable image of cats projected by films and advertising. Their particular target is the cartoon series *Tom and Jerry*. The FLO told me: "The *Tom and Jerry* cartoons present a picture of cats that is distorted and patronizing. Tom is made to look both aggressive and stupid. The social and ecological importance of the cat's role in catching mice is a subject for mockery."

The FLO is also concerned about the image of cats in children's literature and in television advertising. "Too many picture books for young children depict cats as fat lazy creatures, sleeping most of the day", explained an FLO field worker, "there is also a tendency to characterize cats as incapable of devotion in contrast to dogs who are shown to be loyal and affectionate". Rudyard Kipling is cited by FLO critics as an author who exaggerates the loner aspect of cats. "Cats are capable of cooperative and group activity just as much as dogs", the FLO says.

Publishers are being urged by FLO to commission books in which cats are seen to play a socially useful role. Meanwhile, FLO has been successful in persuading Camden and Islington Public Libraries to remove from the shelves all children's books that do not meet FLO's stern criterion that children must be brought up to respect cats "for what they are".

FLO has been less successful in persuading head teachers to ban words such as "catty" which are said to degrade cats by associating them with unpleasant human characteristics. Equally unsuccessful so far has been FLO's attempt to stop advertising of cat food on television (at least during peak viewing hours) because the advertisements show cats as pets and emphasize their dependence on human beings".

The rejection of the "slave mentality" implied in the idea of a pet is one point on which all animal liberation organizations are agreed. The word "pet" is never used by members of BARC because in indicates subservience and inferiority. "For centuries domestic animals have been regarded as second class citizens with no legal status", argued BARC's general secretary, "and we intend to undo the prejudice of hundreds of years. It is not easy but the first step is to eliminate the indoctrination of human children through the various media. BARC has established its own writers' cooperative which is producing a series of children's books in which the role stereotyping of animals is rejected: horses will be shown riding on men, women chasing mice while cats entertain the neighbours and dogs taking their owners for a walk."

It is with these books that BARC hopes to counter the distortions of such popular childrens stories as *Black Beauty* and *Lassie*.

Not everyone, however, believes that BARC and its affiliated liberation groups are on the right lines. The Reverend Ernest Sharp, Secretary of the Literal Biblicist Society, said that all animals had been given a role by God and that it was a "perversion and blasphemy" to encourage them to aspire to other roles. "Dogs and cats", he added, "like women and blacks, are much happier performing the function for which nature has designed them."

Anglican leaders were said to be "unhappy" about Mr Sharp's interpretation of scripture; they are well aware of growing hostility between animals and the church. In some areas animals have picketed churches, threatening to bite and scratch Sunday worshippers who cross the picket line. They are protesting against the church's teaching that animals do not go to heaven. "The Bible is largely responsible for the suppression of animals' rights", said the BARC, "because it teaches that animals were created to serve men." At this week's General Synod a motion will be debated which calls on the Church to recognise that animals have souls. Though the motion will get the support of liberal churchmen, it will be bitterly opposed by the traditionalist and evangelical wings.

That is the sort of argument that has enflamed the situation. When domestic animals give up hope of peaceful progress towards equal rights, it is hardly surprising that they should resort to violence. There have already been some ugly incidents. Last week an alsatian dog ate its owner, apparently after a quarrel over who was taking who for a walk. When local police arrested the alsatian, between 700 and 800 dogs marched to the town square, disrupting traffic. Owners were unable to persuade their dogs to return home. In that area, dog owners report widespread disaffection among their pets; dogs that have been loyal and cooperative for years have — overnight it seems—become surly, even dangerous. "Its the ingratitude that I find so hard to understand", said one pet-lover.

What worries government officials is the spread of disaffection to animals who are doing important public work or who are in zoos. In London this week a guide dog deliberately led its owner across the path of oncoming traffic while at the RAF secret research establishment at Wilverhoe guard dogs are on sit down strike and soldiers are having to bark at unauthorized visitors. The public danger if the disaffection spreads to zoos and circuses is obvious.

There is, however, a brighter side to all this. When a tourist was badly mauled by a lion at Lord Snooks' Safari Park, attendance figures shot up.

Macfarlane appeal to steelworkers

Steelworkers who are laid off could be retrained as shortage subject teachers, Mr Neil Macfarlane, junior education minister, told the conference.

He said that he wondered if in areas like Shotton where steelworkers have been laid off there had been a proper dialogue between personnel managers and the education service to see if some people could be retrained as teachers of craft, design and technology.

Mr Macfarlane said after the conference: "I am interested in redeploying those who have been laid off work". He said there was a shortage of CDT teachers, and in the steel industry educationalists should see if there is anyone who has worked in the toolroom and could go into shortage subject teaching.

Oxford professor calls for new secondary diploma

A new Diploma of Secondary Education should be introduced and made a precondition for the award of student grants, Dr Harry Judge, Professor of Education at Oxford University, said.

The new qualification, said Dr Judge, would not entail any interference in the curriculum nor any bureaucratic expense. The Education Secretary would merely decide on a spread of O levels to accompany one A level as the requirements for the diploma.

By setting a broad range of subjects, ministers could influence the curriculum without direct intervention. "It would change the operational values of the school system", he said.

Lords judgment

A judgment by the House of Lords on the legality of a £1.12m trust fund set up by Greater Manchester Council to provide free and assisted places at independent schools will be announced later this summer.

The case was brought by Manchester City Council, an education authority, which alleged that the GMC was exceeding its powers. A High Court judge last year ruled in the city's favour, but the decision was overturned in the Appeal Court.

New fee-paying school soon

A new fee-paying secondary school is expected to open its doors to Leicester pupils within the next 18 months.

The school, to be known as Leicester Grammar School, aims to provide about 500 places for 11 to 18 year olds paying fees of about £420 a term.

The headteacher's post is being advertised with a view to setting an entrance exam next spring and the first intake of pupils arriving in September 1981.

At a public meeting last Thursday about 350 parents supported the plan which, as reported in *The TES*, has been explored by a steering group of 12 over the past six months.

Mr Michael Cufflin, Conservative opposition leader of Leicester City Council and a member of the steering group said, "Their enthusiasm was beyond any of our expectations. They urged us to press the button and go ahead."

In the past Mr Cufflin has criticized the comprehensive system in Leicester for not challenging the most gifted and able pupils. The city needs an independent selective school, he says.

Another member of the steering group is Mrs Ann Middleton, a teacher whose husband the Rev Kenneth Middleton is rural dean and Labour leader of the city council. He and his group have defended the comprehensives and spoken out against the new school.

The steering group, which has broadened into the Friends of the Leicester Grammar School, is negotiating to lease or buy the Alderman Newton's school, a vacant former grammar school next door to the city's cathedral.

A fund raising committee will be set up next month to raise over £150,000 needed for launching. In addition local businessmen and charitable trusts are being approached to pay for pupil scholarships.

"We hope that the children who will most benefit from a school like this will not be precluded by financial constraints", said Mr Cufflin.

Pupils aged 11 to 14 will probably form the first intake next year but the academic sub-committee is said to be considering requests from parents to take all ages up to 18 straight away.

Review promised after failed Youth Bill

by Biddy Passmore and Mark Jackson

The Youth and Community Bill was talked out in the House of Commons on Friday. So the back bench revolt which kept the Bill alive in spite of determined Government attempts to wreck it has been in vain.

But not quite: in a follow up debate on Monday, the Government conceded a new demand from the failed Bill's sponsor, Mr Trevor Skeet, Conservative MP for Bedford, for a review of the provision for youth. Mr Neil Macfarlane, the education under-secretary, overriding the advice of his own officials, also promised that the review would include an assessment of the need for new legislation.

The Minister gave no indication of what form the review would take or how long. But the British Youth Council has written to him urging that it should not be left to the DES, but undertaken by a panel representing all the departments involved in youth matters and with leading figures from the youth organizations.

The review should be completed in six months says the council, so as not to delay action, and its result fully reported to Parliament.

An effect of the long—and at times highly dramatic—struggle over Mr Skeet's measure, the fourth so far introduced in recent years by the Tory youth lobby—had been to make Labour MPs, including front benchers, aware of their own lack of a youth strategy. In spite of reservations over the Bill's contents they sided in committee and on the floor of the house with its Tory supporters—in sharp contrast with the Labour local authorities, who backed the local authority association's campaign against the measure. And Monday's debate brought a long speech from Mr Neil Kinnock, Labour's education spokesman, in which he demanded a strengthening of the youth services and the Government measures to help the young unemployed. He rebuked Sir Keith Joseph, the Industry Secretary, and by implication, Mr John Golding, the former Labour minister for youth employment, who has said much the same thing—for suggesting that young workers were pricing themselves out of jobs. Mr Kinnock said that in the past employers had offered youngsters jobs—men's work at boys' pay—to displace older workers and relieve pressure from wage demands: vicious indenture and apprentice programmes had been built on the fact that youth labour had always been cheaper than adult labour.

Mr Trevor Skeet — the Bill's sponsor.

Nursery study 'contains gross inaccuracies'

The much praised Oxford pre-school research project directed by Professor Jerome Bruner has come under attack from the organizer of a nursery centre featured in one part of the research.

Mrs Janet Hoffman, until recently organizer of the Rydevale Community Nursery in South London, says the project's research on day nurseries which features her nursery, under a pseudonym, "contains a number of gross factual inaccuracies as well as out of context and manufactured quotes".

Mrs Hoffman's nursery appears in "Children and Day Nurseries" by Caroline Garland and Stephanie White (Grant McIntyre, 1980). Mrs Hoffman now says: "The so-called research, which Professor Bruner claims to have been conducted in some depth, consisted in our case of only one visit to the nursery by Ms Garland and Ms White, of approximately five hours duration, two hours of which were taken up with the children eating and sleeping. As the nursery is open nine and a half hours each day, they did not even see one full day of operation".

She adds that the researchers seem to have had pre-conceived ideas about good and bad practice.

Ms Caroline Garland, one of the authors told *The TES* that two researchers spent two mornings each at the nursery, "sufficient to see what went on". She added that she felt there was much valuable and stimulating work being done at the nursery. The researchers had been trying to make the point that the nursery was very zealous in the field of educational endeavour but the feeling that young children also need mothering got lost to an extent.

She added: "Nobody made up any quotations whatsoever. I have no regrets about the research. This is a domestic affair which has been blown up."

Campaign takes all ages

The London Nursery Campaign is going national and all-age. The Campaign, which started in 197[illegible], has been an energetic pressure group in London, acting as an umbrella for various local and interest groups concerned with provision for under-fives.

On Saturday, at a meeting attended by some 250 campaigners from all over the country and representatives from at least nine trade unions, they launched a new group—the National Child Care campaign.

The details are still being worked out, but they say: "We are talking about decent care for children from 0-18. We think a comprehensive child care service, particularly for pre-school children, is essential for women's equality. Our aim is to build a mass national campaign around the demand for comprehensive, flexible, free child care facilities funded by the state."

The campaign, like its London forerunner, will publish reports from workshops, do research into day care, and be a lobby for working mothers. The London campaign have already published a report recommending integrated training for all professionals who work with under-fives.

They call for a system of linked training at various levels, from basic certificate to degree, possibly validated by the Technician Education Council. The report has been sent by interested trade unions as part of their evidence to the inquiry now being conducted by the National Nursery Examination Board into training for its certificate.

Integrated Training for Under-fives workers, London Nursery Campaign, 33 Mundania Road, London SE[illegible]

Broadcast policy slammed

by Bert Lodge

Accusations that the BBC discriminates unfairly against school radio broadcasting are made this week by the Society of Authors.

The society accuses the corporation of giving insufficient publicity to school broadcasts both in the *Radio Times* and on the air generally and of paying playwrights less for these programmes than for those on network.

In a four-page indictment of BBC policies to save money it expresses strong opposition to transmitting programmes in the middle of the night, deplores the lack of children's programmes on radio channels 3 and 4 and urges the corporation to emphasize to schools that copyright material in BBC educational publications may not be duplicated without consent.

The society, which has more than 3,000 members, says the cuts planned for school radio in the coming year are disproportionately severe. "BBC radio is not dedicated to the preservation, development and promotion of school radio as outlined in the BBC's charter. . . . In particular we are concerned about the rumoured abandonment of specific school radio broadcasting for Scotland. . . ."

While acknowledging the large amount of publicity material dispersed to schools the society points out that much of it gets no further than heads of department.

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Debate hots up on Conservative plan to scrap grammar schools

by Sarah Bayliss

Plans to abolish a handful of grammar schools and to reorganize on comprehensive lines except for one highly selective "express college", have drawn fire from several sides in Plymouth.

Public debate has been hotting up since November when the scheme was first revealed by Conservative county councillors at a press conference.

They proposed a series of junior and senior high schools with a break at 14 to replace, by 1985, the present city-wide system of grammar and secondary modern schools. An express college for about 1,000 pupils aged 13 to 18 was an esential part of the package.

Secondary reorganization is long overdue in Plymouth with too many small schools and half-empty classrooms. In 1975 Mr Jocelyn Owen, Devon's chief education officer, prepared a plan for the inner city with Sixth Form colleges and 11 to 16 schools. However, that was shelved by the county after a two-year consultation period and the return of a Conservative government at Westminster.

Parents say that at no time during the consultations was the idea of an express college raised. It has come "out of the blue" as a firm proposal.

The Plymouth and District Parent Teachers Association has held a poll and on the basis of 5,500 replies estimates that more than eight out of ten are against the entire scheme.

In answer to three separate questions 83 per cent said the plan was not a good one; 83 per cent disagreed with five per cent of children being segregated in an express college and 86 per cent said the break at 14 between junior high and senior high schools was not a good idea.

Mr Roger Lapthorn, chairman of the PTA, said, "People down here are up in arms. The scheme is ill-conceived and lacks proper support but we fear the councillors will press ahead."

The association has arranged a public meeting at the Plymouth Guildhall for next Thursday and has invited county councillors to explain their choice of re-organization. Devon County Council—96 Conservative and two Labour—meets on July 24 and is expected to rubberstamp the education committee's programme.

The new Education Act will make the express college—and all other schools—open to pupils from throughout Devon—a fact which has alerted well-established comprehensives on the borders of Plymouth.

Parents and teachers from Plymstock, a thriving 11 to 18 neighbourhood comprehensive, sent a deputation to the town hall because it fears that it will lose some of its best pupils.

Professor Ted Wragg, director of the school of education at Exeter University and a co-opted member on Devon's education committee has been a vociferous opponent of the express college.

"At a time of lower teacher morale, fewer resources and falling rolls this is just a further blow. Even if one approved of the principle it's very bad timing", he said.

Mrs Connie Pascoe, a member of the education committee, pointed out that Plymouth selected 34 per cent of pupils at the 11-plus for grammar schools. The selection rate would fall to only 5 per cent with the reorganization.

There was a need for change but public consultations had revealed a strong desire for the retention of some selection.

"Even the best comprehensives don't stretch the top 5 per cent, so we felt we had a good case", she said. It was "nit-picking" to argue that the express college idea had never been put to the public.

She said the opposition had been "politically motivated". "We are convinced we have the backing of the teachers, whatever their unions say", she said.

"I'm sticking with this plan. The beauty of it is that if you don't like it you can opt out."

NUT hears defamation dispute

An arbitration meeting lasting six hours was held at the National Union of Teachers' London headquarters this week to settle a dispute between the principal of a London college and a former head of department.

The proceedings, which used the rules of the High Court, concerned charges of defamation brought by Mr Lyndon Jones, principal of South West London College, against Mr Harold Trace, formerly of the same college but now an assistant principal at the West London Institute of Higher Education.

Both are members of the National Association of Teachers in Further and Higher Education, but since a conciliation sought by a NATFHE executive tribunal last October was not accepted by both sides, the case, by union agreement, went to arbitration at the NUT.

Mr Francis Cammaerts and Mr George Lee, both executive members of NATFHE, were appointed by the NUT as arbitrators and Mr Andrew Hillier as chairman and counsel.

They can stipulate that damages shall be paid and or that an apology be given. Their award which is conclusive and final is expected in the next few weeks.

Mr Harold Trace has asked the Department of Education whether the Young Committee inquiring into the workings of the Inner London Education Authority should consider the arbitration's findings and other material concerning the South West London College. It is not clear now whether such evidence would be out of time since Lady Young stopped taking submissions on June 30.

In 1978 the ILEA commissioned an inquiry into allegations that a private business was being run partly from the college in Tooting, South London. Mr Lyndon Jones, the principal had been acquitted of theft of ILEA property earlier in the year.

OU report on younger students

Move to drop entrance age despite high wastage

by Bert Lodge

A suggestion that the Open University might admit younger students, ie, under 21, who would follow the courses full time while on mandatory grants, will be made in a report, due out in the autumn, on the pilot scheme for younger students begun in 1974.

The suggestion is made in spite of the report's findings that the wastage rate among the 1,406 students aged 18 to 20 admitted to the experiment in 1974-75-76, was much greater than is found in other sectors of higher education. Only four out of 10 got so far as a course credit. Six are needed for a degree.

Lord Perry, retiring vice-chancellor, commented: "The experiment was necessary to prove that what works well for mature students is not necessarily suitable for younger people, whether qualified for university or not." He warned against regarding the OU as a cheap alternative to the more expensive traditional university education for school leavers.

Yet Lord Perry is known to have favoured an extension of the younger full-time students' idea which would have located the students in a college with just a few OU academics to provide a minimum of face-to-face teaching.

The scheme even got as far as a proposition to the university senate. It envisaged the university taking over the nearby Milton Keynes college of education, due for closure, and placing the students there but the proposition was rejected.

It was argued that to admit 18-year-olds on the strength of having two A levels would be to dilute the original concept of a university for older students without formal qualifications. It also meant a diversion of resources.

Supporters of the idea argued that 18-year-olds were now officially classed as mature. And the extra funding required to provide for qualified school leavers would leave the university's provision for older students unaffected.

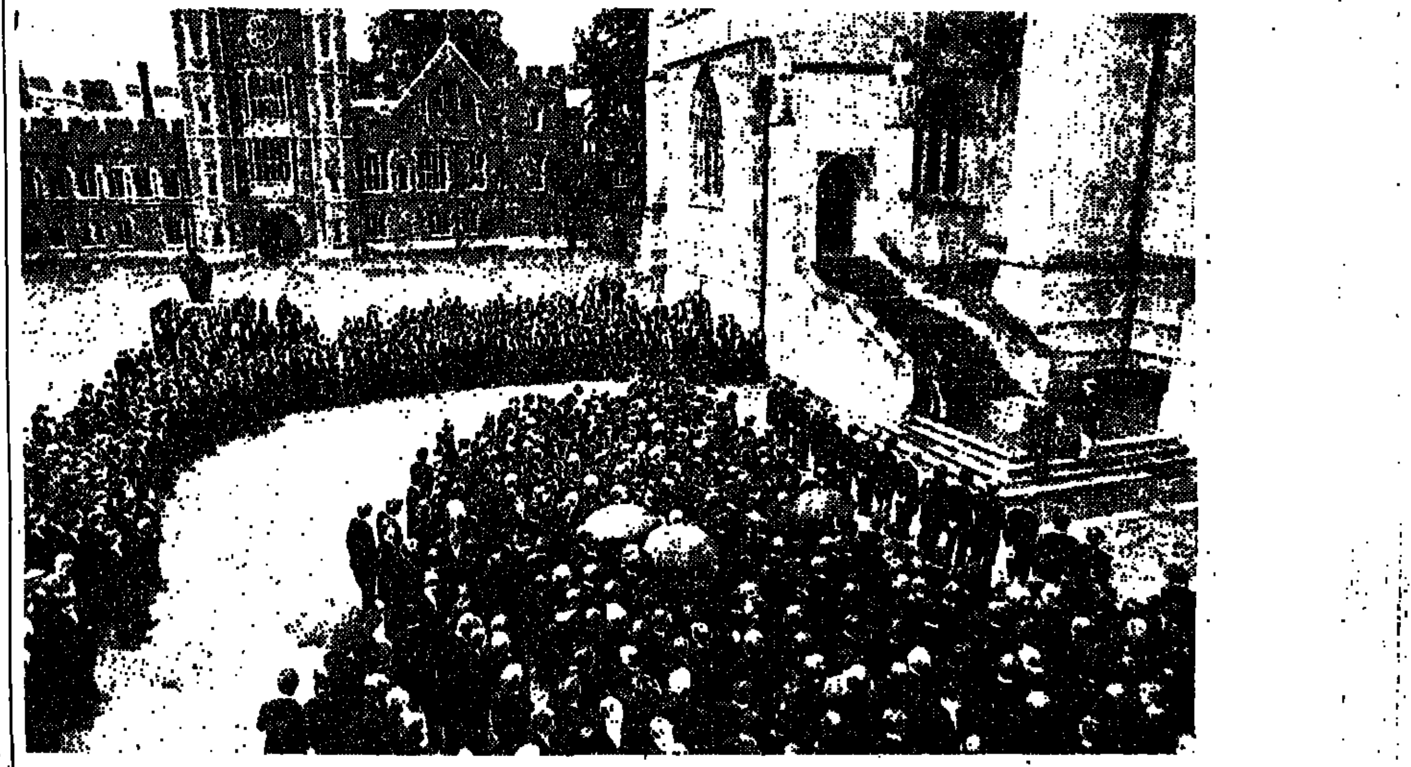
The report suggests that young full-time students would study for two full credits a year (one is the usual target for the average student).

Financial crises and initial failure to realize how many hours of study a week were needed are listed among principal causes of the poor performance of the pilot group. Other factors were instability and an over-readiness to sacrifice the OU first when confronted with any major difficulty.

The report concedes that only a small proportion for the original group are likely to graduate from the university.

Mr Alan Woodley of the OU survey research department and joint author of the report said this week that of the original admissions 69 had now obtained a degree and about 200 were still studying.

The pilot scheme was undertaken at the request of the newly elected Conservative Government in 1970. Entry was to be limited to 500 a year, half with two A levels and half without. Because of the small number of applicants all who were eligible were offered a place.



Mr Michael McCrum stands in the drizzle on the steps of Eton College's chapel to hear a speech of farewell from Tom Bayne, captain of the school. Mr McCrum was headmaster of Eton for 10 years. Under his guidance fagging was abolished, caning cut back and a scholarship system introduced for pupils from the state system. "He has tried hard . . . to make us realize that we do not live in an ivory tower of exclusive privilege, but have a duty to the world outside," reported Eton College Chronicle.

AMA fair play promised

The Labour Party took official control of the Association of Metropolitan Authorities education committee this week, with a promise to the Tories that they would not be excluded from key meetings with ministers.

Mrs Nikki Harrison, deputy leader of Haringey Council, was elected chairman of the education committee by the Labour group. Her vice-chairman will be Mr Peter Horton, chairman of Sheffield education committee, who was her rival for the post.

Mrs Harrison paid tribute this week to her predecessor, Mrs Angela Rumbold, the Conservative AMA education chairman, and said she would adopt her approach of involving the minority party closely in talks with ministers.

Fines for parents?

Parents could soon be forced to pay fines imposed on their children as the Government is considering ways of tightening up and clarifying existing laws to allow magistrates to make them pay.

Mr Leon Brittan, Minister of State at the Home Office told the North Yorkshire branch of the Magistrates' Association last week parents might find themselves liable to pay if a fine were imposed.

MP demands investigation into £130m Clegg 'error' report

by Richard Garner

An MP is demanding that the report investigating the £130 million mistake in the Clegg report on teachers' pay should be published.

Sir Alan Marre, the former Ombudsman who was asked by Mrs Thatcher to conduct the investigation, has now completed his report and submitted it to Mr Mark Carlisle, the Education Secretary, and Mr James Prior, the Employment Secretary.

A statement is expected on its conclusions soon—probably next week—but it was felt unlikely that the report would be published in full. Officials stressed there had never been any undertaking that the report would be made public and that the decision rests with the two Ministers.

Mr Vivian Bendall, the Conservative MP for Ilford North who campaigned for an inquiry immediately the error had been discovered, this week tabled a question in the Commons asking if the report would be published.

He said: "I see no reason why the report should not be made public. Having asked for such a report, I believe it should be."

During his investigation, Sir Alan interviewed officials from the Department of Education and Science, the Clegg Commission and the local authorities.

Professor Clegg, in his original letter admitting the error, said it had led to the Commission recommending pay increases to teachers that were 4 per cent too high. The increases should have ranged between 13 per cent and 21 per cent.

Primary schools cramped, says DES

Half of the 23,000 primary schools in England and Wales do not have the variety of size or teaching space needed to teach children, according to a report from the Department of Education and Science.

The DES has organized a one-day conference at Church House, Westminster, on July 24, which will be addressed by Lady Young, Minister of State, and will discuss the findings of the report "The Renewal of Primary Schools". It says falling rolls provide the opportunity to improve space standards in these schools—the majority of which date back to Victorian times.

East German visit

Six experienced teachers or administrators are being sought for a week-long study tour of the German Democratic Republic. The Britain-GDR Society is inviting applications for this year's visit. Participants will be the official guests of the GDR but will have to find their air fare of £120. Further information from the society at 129 Seven Sisters Road, London N7 [illegible]

Unions united on Hants strike

Both major teaching unions are supporting a half-day strike against emergency cuts in Hampshire's education budget next Monday.

The strike, which is backed by the National Union of Teachers and the National Association of Schoolmasters/Union of Women Teachers is timed to coincide with a meeting of the county council's policy and resources committee which will decide whether to implement a £4.2 million cut or a £10.1 million cut.

Mr Jack Chambers, senior vice-president of the NUT, said that the union was strongly opposed to both levels of cuts but that the £10.1 million could not be introduced without "mass sackings" of teachers.

Labour calls for more technology teaching

Special financial support should be given to schools to help children become familiar with computer technology, says a confidential document drawn up by a Labour Party policy group under the chairmanship of Dame Judith Hart, MP.

The document argues that the free market economy cannot meet the challenge to society of the microchip revolution and proposes a complete programme of state intervention to prevent mass unemployment, especially among women.

"To increase awareness of information technology at all levels in society", it says, "we shall need a continuous, widespread and imaginative educational programme involving every resource available to us: radio and television, newspapers, the Open University, computer-assisted learning, schools, colleges, polytechnics and universities, national and community conferences and programmes, and a revitalized further and adult education service."

The document will be discussed by the party's Home Policy Committee next Monday and should then go to the full meeting of the National Executive Committee on July 23—the same day that it considers the document on the private schools.

Keep these ladies in a safe place until you need them.

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2 Veronica
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3 Andrea
Leics, Lincs, Northants, Notts, Salop, Staffs, Warwicks.
4 Roni
Derbys, Humber, Yorks.
5 Gillian
Bury, GMC, Oldham, Rochdale, Salf'rd, Stockport, Tameside, Trafford.
6 Sue
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National Union of Students condemns 'unscholarly' survey

Poll shows public favours loans scheme

The National Union of Students has condemned a report purporting to show that over half of the general public preferred student loans to means-tested grants, saying that it "grossly misrepresented" public opinion.

The report, published by the Institute of Economic Affairs, is based on a NOP survey of 2,000 adults and private surveys of parents and students at the universities of Bath and Exeter. It was written by Professor Cedric Sandford and Dr Alan Lewis of the Centre for Fiscal Studies at Bath University and Mr Norman Thomson of the University of Adelaide in Australia.

Among the general public, by far the highest percentage of respondents (39 per cent) preferred some form of loan scheme, with the means-tested grant as the next most popular option (25 per cent) and the unconditional grant a close third (22 per cent). In a straight choice between the present means-tested grant and a loan scheme including a loan/grant mix, 62 per cent preferred the latter.

The report presented these findings as evidence that over half of the general public would prefer loans to grants. But the NUS says the findings show that a clear majority of the public prefer some form of grants system for students.

"The only group surveyed who favour loans above anything else are people over 55, who are not parents of students", objected NUS President Mr David Aaronovitch last Friday. "The authors of the report have made a pathetic, unscholarly attempt to argue the case for student loans using flimsy data. They have come out to do battle with balloons on the end of sticks."

According to the IEA's findings, half of the students at both Bath and Exeter favoured the unconditional grant and just under a quarter the means-tested grant. Only 14 per cent and 9 per cent of the students were in favour of a loans/grant mix and a pure loans system respectively.

The same order of preference was found among the parents surveyed, but with relatively less support for the unconditional grant and more for the means-tested grant.

If loans were to be introduced, most parents and members of the general public felt that students should be in full-time employment before they were required to repay them. And a third of the general public and nearly two fifths of parents thought that loans should be repaid only when the income of former students had risen above the national average.

One of the major conclusions to be drawn from the survey, say the authors, is the small support for the present means-tested grant scheme. They found that students legally of age resent their continued dependence on their parents while parents resent being expected to finance students whom the state has declared to be adults. Many parents fail to provide the full contribution expected of them, leaving students in strained financial circumstances.

The possibility of introducing loans for students is now being studied within the Department of Education and Science. Officials should present their findings—in the form of a range of options—to ministers by the end of the year.

Giving evidence to the Commons Select Committee on Education two weeks ago, Mr Mark Carlisle, the Education Secretary, said his department was examining various possible forms of scheme, including a combination of loan and grant and loans just for postgraduate students. The possibility of abolishing the parental contribution and introducing a loan system in its place was being looked at but this was thought to be too expensive in the short term, he said.

Anglo-American conference stresses needs of gifted child

Just as educational opinion is veering towards special provision for gifted children, current financial stringencies make it increasingly difficult to offer. This week researchers, HMIs, educational psychologists and practising teachers from both sides of the Atlantic met at London's Institute of Education, for the Leonardo Trust's second Anglo-American Teachers' conference. Whether their suggestions can be put into practice will be determined by cuts and conscience.

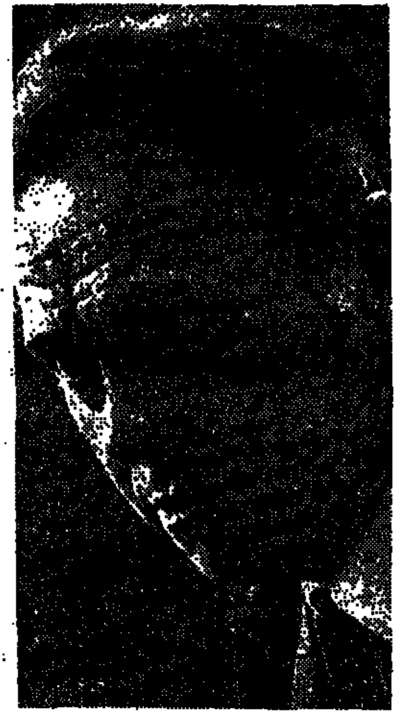
Keith Postlethwaite of the Oxford Education Research group maintains that schools are in a position to consider special provision for the very able. Now that comprehensives have settled down, he said, educationists have the energy to question the success of the system, the pros and cons of mixed ability teaching and particularly the position of the gifted child following the Warnock report's emphasis on children with special needs.

Identification of the able emerged as a stumbling block. Most had favoured battery tests producing a broad profile of the child. Eysenck's Culture Free Test and the Wechsler individualized scale were both as useful in locating children different cultural background those with specific problems.

Both in the United States the United Kingdom research that teachers recognize most the highly verbal achievers the upper socioeconomic Keith Postlethwaite Pegnato Birch's research in teachers identified 154 able They were right in only 41 113 being misidentified, 50 able pupils being missed altoge Joan Freeman, author and lecturer in applied psycholog Preston polytechnic, talked of characteristics of giftedness research group. Overwhelm the children of well-endowed, demically motivated parents, fluent and made excellent pro at school regardless of the te These children were identi using the Stanford Binet test is recognized as favouring the child.

Frieda Painter told of the ing difference between and achievement shown by the dren in the Hertfordshire where she is advisory teache gifted children—the gap ability and achievement with age and IQ.

People



Dr Albert Sloman

Dr Albert Sloman, vice-chancellor of Essex University, has been elected the next chairman of the Committee of Vice-Chancellors and Principals of the Universities of the United Kingdom. He will succeed Sir Alec Merrison of Bristol University, in July, 1981.

Dr Sloman has been chairman of the DES state studentship committee for the humanities—supervising the allocation of postgraduate grants—since 1965. He is specially interested in the international dimension of higher education and is currently chairman of the Overseas Research Students Scheme, set up by the Government this year to give financial help to overseas research students of outstanding ability wishing to study in this country.

Mr P. Illingworth has been appointed head teacher, Manor Park Comprehensive School, Newcastle upon Tyne.

Mr D. Ainley has been appointed lecturer in educational studies at Hull University.

Professor Maurice Craft from the School of Education at Nottingham University has been appointed chairman of the national teacher education advisory group of the Commission for Racial Equality.

Mr Robert King has been appointed head of Peartree Spring junior school, Stevenage following the retirement of Mr G. Anstock.

Mr Edward Hayter, present head of St Joseph's primary school in Southwark, will become head of Wingfield primary school, Kidbrooke in June.

Mrs Liz Nicholl, 28, with a degree in recreational management, has been appointed to the new post of director of the All England Netball Association.

Miss Hilary M. Neild has been appointed headmistress of Accrington Lee Royd Nursery School, Hyndburn, Lancashire following the retirement of Mrs Aldyth McTaggart.

Professor Michael Eliot Howard has been appointed Regius Professor of Modern History, Oxford. He will succeed The Lord Dacre of Glanton who retires in September. Professor Howard is presently Chichele Professor of the History of War at Oxford.

Mr Brien Keston Davies has been appointed Development Education Secretary at the Catholic Fund for Overseas Development. Mr Davies, who is at present head of religious education at Archbishop Grimshaw Comprehensive School, Chelmsley Wood, Birmingham, succeeds Fr Anthony Grimshaw.

Mr Stephen Kaufman has been appointed head of Princess May Junior School in Hackney, East London. He is at present deputy head of Nightingale Primary School, Haringey.

Mr Kenneth G. Naish will be head of Crampton Primary School in Newington Butts, London.

Professor Harold W. Woolhouse has been appointed Director of the John Innes Institute, Norwich, Professor of Biology in the School of Biological Sciences at the Unive sity of East Anglia.

Mr Roy Pryke has been appoint deputy chief education officer Somerset. He is currently assistant education officer schools in Devon.

Mrs Yvonne Rutland is to to the post of head Clayton-le-Moors Mount County Primary School, Hynd Lancashire.

Miss Muriel Anderson has awarded a Churchill Unive Scholarship. Miss Anderson, a year design student at the College of Textiles, will be America to study the techni of teaching deaf students with aim of introducing them to creative crafts.

Mr Gordon Jones and Reginald Gregory are to retire advisors to the department of cation of Gateshead Boro Council.

Mrs June Punnett will take as head of Alexander McLeod fants School, Woolwich, South London, in September. She is present deputy head of Bro Road Infants School, Becken Kent.

Mrs Doreen Masters has appointed head of Falconbrook fants' School in Battersea, Lond She is at present the school's dep head.

Mrs J. Newing has been pointed head of Parsonage Fa Infant school, Essex.

Mr L. Crehan is to be the head of Nelmes Junior Mixed Infant school, Essex.

Mrs M. P. Johnson becomes of Pyrgo/Priory Junior Mixed Infants School, Essex.

Mr J. T. Bennett has been pointed head of Langtons school, Essex.

Mr D. J. Powney is to become head of Abbs Cross school, Essex.

Miss G. D. Blows is to be new head of Harold Court Juni Mixed and Infant school, Essex.

Mr M. R. Hill has been appoin head of Squirrels Heath school, Essex.

Boyson lectures to off-set spending cuts

Dr Rhodes Boyson, junior education minister, is going back to school . . . to help a Labour-controlled council suffering from Tory Government spending cuts.

Former headmaster Dr Boyson is one of 11 politicians giving a night school lectures free of charge on Merseyside to help Knowsley Council's do-it-yourself plans to fund adult education classes for the unemployed.

Members of the public will pay up to £5 to attend the autumn series of lectures, which also includes local MP Sir Harold Wilson, Labour MP Eric Heffer and Liberal MP David Alton.

It is hoped the venture will raise up to £1,500 to help replace a £15,000 subsidy for adult education which the council has axed because of spending cuts.

The lectures have been organized by the council's adult education chief Mr Jack Heery, who said today: "I don't think Dr Boy would see it as ironic that he having to come here to help money because of his Governmen cuts. I am sure he would see self as supporting one of the self-help principles of Thatcher Dr Boyson has said in the past certain sections of adult educ should not be subsidized."

The council is having to cut adult education classes by thirds this year.

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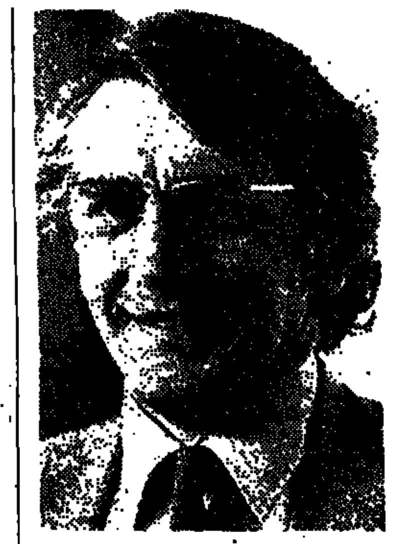
A teacher and a lecturer swapped jobs for half of each week. Bert Lodge reports on the result:

Better by half

Mr Leslie Taylor



Dr Jim Harvey

How many times in how many staffrooms has somebody said: "Teaching wouldn't be a bad job if we could do it half-time only." And just as often in as many staffrooms has been heard (often from the same voices), "University lecturers. What a life. They don't know what work is."

Leslie Taylor, physics master at a Wiltshire comprehensive, has just spent a year as half-teacher, half-don. Jim Harvey, lecturer in nearby Bath University School of Education, has just spent the year as half-don, half-teacher. They have swapped time tables with each other for two and a half days a week since last September.

The idea germinated five years ago. Wiltshire education advisers let it be known they would like to see more cooperation between the teacher training institutions and the schools where their trainees finish up.

Were they influenced by resolutions regularly going through teacher conferences in those days criticizing the lack of experience among college of education lecturers and calling for their regular and compulsory return to the classroom?

(These resolutions have dwindled noticeably in the last four years as hundreds of lecturers in teacher education have *had* to return to the classroom—when they were lucky to find one vacant for them.)

If they were influenced the precipitate might, at first glance, say the criticism applied to Jim Harvey. True, he taught for six years in grammar or grammar/technical schools before becoming a lecturer. But he has none of that primary or secondary modern experience the union rank and file consider essential for anybody presuming to prepare the troops for battle.

Can a PhD in physics be expected to—especially when the students he is responsible for are themselves physicists on a postgraduate certificate in education course?

In any case the only trouble he has had during his weekly stint in the 1,700-pupil George Ward comprehensive school at Melksham has not been trouble as the probationer would use the word. "It was a fourth-year class (what else?). I don't mean they were running up the walls. But they were not learning anything."

He has taken one group from the third year, one from the fourth and two from the fifth. And he is a bit embarrassed that no fewer than 25 of this year's fifth are coming back in September to do A level physics—a higher number than ever before.

"Jim has done the bulk of the O level teaching this year. Any credit is due to him", says Leslie Taylor, who is not just physics master but head of science at George Ward. He was head of physics at a comprehensive in Leicestershire then moved to Dauntsey's, the nearby public school before coming to George Ward 11 years ago.

How did he feel about becoming a teacher trainer?

"Frankly, a bit apprehensive at first. Felt out of my depth, I found myself missing deadlines to which somebody would remark, 'Oh, didn't you look in the university calendar?' I must confess I have been helped by there being only five physics students on the PGCE this year.

"Even then it's not an entirely satisfactory arrangement for the head of a department to be out of the school half the week. Nothing has gone by default but at the same time there has been no development. And because I was always out Mondays I missed the weekly meeting of the senior management team. I had to depend on the head of biology going along and telling me about it the following day."

Taylor was responsible for all the method of teaching element in the students' course besides being their personal tutor. Supervising students was not entirely strange to him. The Bath students do two extended periods of teaching practice during the year and with the usual complement of 14 students one tutor cannot get round to them all once a week. So they use "associate tutors" from teachers in the practice schools and Harvey had been one.

"All the same, I have seen it now from the students' side. I realize that as an associate tutor I was not giving them anything like the support they should have."

For Jim Harvey, finding himself back in serious classroom teaching after several years, there were also discoveries.

"I'd forgotten a lot of all the other things that go with teaching: bus duties, all the end of term activity, filling in reports. . . . I don't think we equip our students to cope adequately with all that.

"As a matter of fact it is the rule at Bath that lecturers in the school of education do half a day a week in school anyway but this year has made me realize how insufficient that is. Then there's the pastoral side. That's developed enormously since I was in full time teaching.

"And another thing—Bath university has a senior common room but it's a place to drink coffee. At George Ward I've re-discovered the atmosphere of a staffroom.

"Yes, and he has time to talk to people in it", interjected Leslie Taylor with a smile. "I don't. I think he knows more about the science department than I do, now."

What has the experiment meant to the customers?

Three sixth-formers who, after taking their A-levels, have now left—and so need not have withheld any criticism—had hardly any to make.

"We were a bit doubtful at first", said Simon Newsome, hoping to get to Lancaster to read ecology. "We thought . . . a lecturer, hmm . . . might go flying over our heads. But no, he was a good teacher. And the link with the university was useful. We were able to use some of their equipment."

His fellow-pupils Sarah Bishop and Ian Jackson valued the advice on examination techniques they had got from Dr Harvey, an A-level examiner.

Three lower sixth formers doing physics said they didn't think any of their classmates noticed much difference.

Over at the university, Bill Scott, a former comprehensive teacher, now lecturer in science education who coordinated the tuition for science PGCE students this year, said that as they all knew Leslie Taylor anyway, he had slipped easily into the role of lecturer colleague rather than visiting teacher.

"Mind you, we did think at the welcome meeting for new students of saying: 'One of us is a *real* teacher. Can you spot him?'"

Bill Scott would like to see a similar arrangement on a regular basis for everybody in teaching and teacher education. "But a head of department like Leslie would have to be relieved of the responsibility for the year".

One of Leslie's students, Keith New, who had come into teaching after two years in industry, welcomed having a tutor who had similarly come in from "the industry".

At George Ward, Mrs Angela Hendrick, deputy head, (the school is between heads at the moment) said she thought the school had benefited from an extra professional in the staffroom.

"It's been stimulating, Dr Harvey brought a lot of enthusiasm with him. But I think much depends on the personalities involved."

Leslie Taylor had reason to hope he wasn't too unpopular a member of staff. "On the last day of the summer term last year, I was promoted to senior teacher. Just as I was about to go on half time for a year!"

The experience has not left him wanting to leave teaching for training teachers. "I enjoy teaching too much."

Jim Harvey is less single-minded. "I'd like to get something going which would give me the best of both worlds."

The arrangement is not entirely ended. Next year they will swap for half a day a week. Jim Harvey thinks the practice is bound to increase as the murmur for more involvement of teachers in the training of teachers grows to a shout.

"Mind you, not every head will be enthusiastic about losing one of his heads of department for half a week."

Schoolgirls look at career as engineers

Thirty-six schoolgirls have had a week's stay at a university as an attempt to boost the number of women engineers in British industry.

The girls, aged 16 to 17, visited Bath University to find out what engineering is all about—and were encouraged to take it up as a profession.

The sixth-formers also visited local engineering firms to see the practical side of the industry. They are the vanguard of a project organized by the Engineering Industry Training Board which believes that women can prove to be just as good engineers as men, and that there are not enough of them.

The project, "Insight '80", will take a total of 350 girl sixth-formers—picked from 1,700 applicants—into nine British universities for a week's stay this summer. The girls have already taken O levels, which must include Maths and a relevant Science subject. The board shares the view of the recent Finniston Report on engineering that women should play a bigger part in engineering.

Finniston estimated that only one out of every 200 professional engineers was a woman.

The board has been encouraged by a pilot scheme it ran last year. Of 45 girls who spent a week at Loughborough, 37 have obtained university places involving engineering courses, subject to their A level results.

Fewer science graduates opt for teaching

Teaching appeals only to a small proportion of science graduates, although the very low number of maths, physics and chemistry graduates entering teaching is a cause of national concern, says the latest report from Sheffield University's careers advisory service.

In 1979, the number of Sheffield graduates opting for a post-graduate teacher training course fell, yet [illegible], and less than a sixth of those were physical scientists.

Accountancy continued to attract more social science graduates, with marketing in second place.

Sheffield's engineering graduates had little difficulty in finding employment. Graduates in control, electrical and electronic engineering were especially in demand. The number of vacancies for such engineers was about 30 per cent up on 1978 and accounted for a tenth of all vacancies, while vacancies in the country as a whole rose by only 7 per cent.

NUT votes 2 to 1 for more action to back Mrs Eileen Crosbie

Members of the National Union of Teachers in Nottinghamshire have pledged overwhelming support for further action in support of the campaign to reinstate their sacked nursery school colleague Mrs Eileen Crosbie.

In a ballot of 4,500 members of the National Union of Teachers in the county, teachers voted two to one in favour of further industrial action in her support—should it become necessary. They also urged union leaders to negotiate an improvement in nursery class size with the county council.

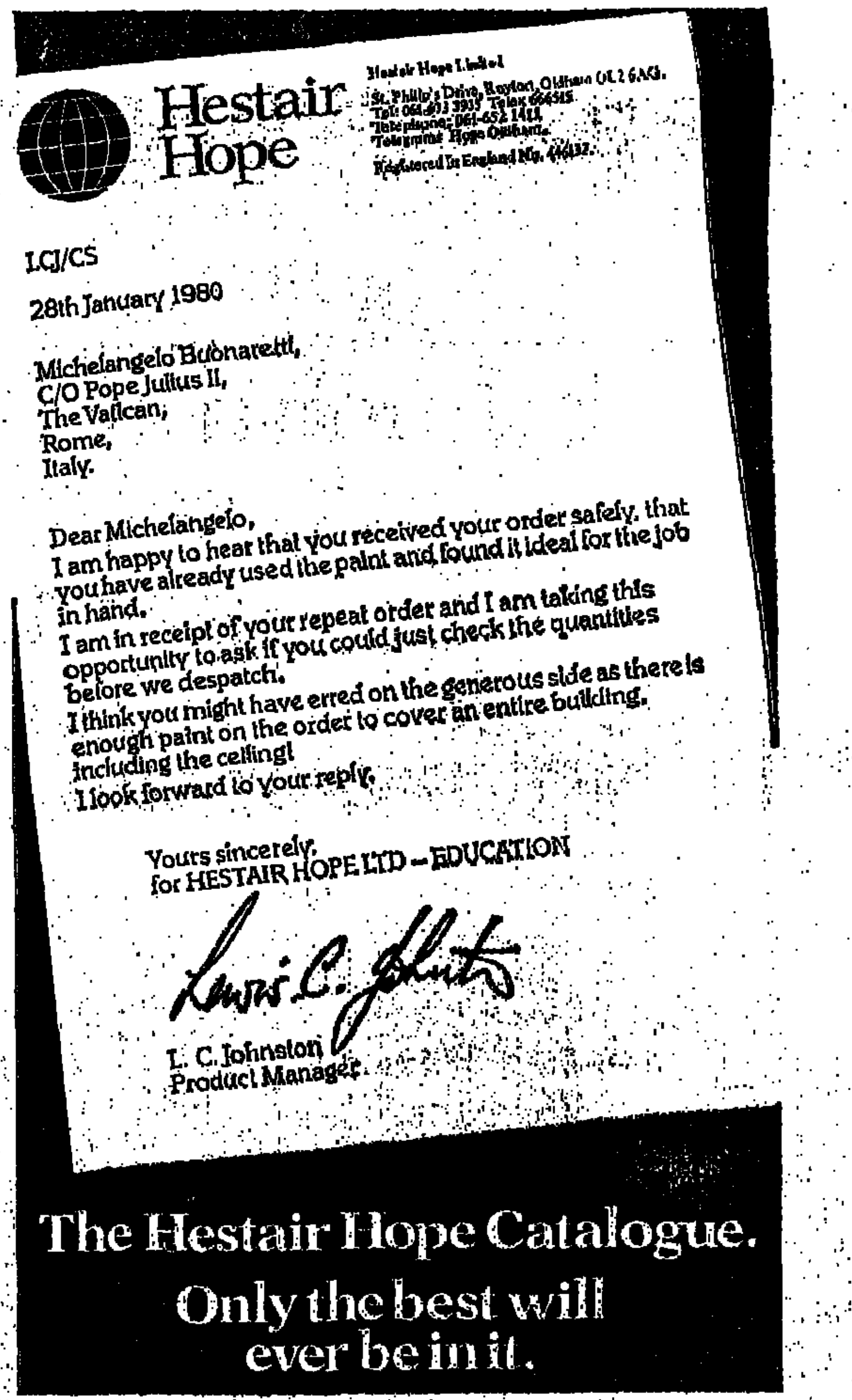
A series of rota strikes has been organized during the past six months in the county—and Mrs Crosbie's seven NUT colleagues at Robert Mellors primary school, to which Mrs Crosbie's nursery unit is attached, are still on an indefinite strike over her dismissal.

Talks are continuing between county councillors and all the education unions involved over the question of class sizes, although these have not included any discussion on the question of Mrs Crosbie. However, last Friday the issue was raised at a private meeting between NUT leaders and Mrs Carolina Minkley, the chairman of the education committee.

However, while NUT leaders believe the prospects for a settlement are brighter now than they have been for some time, they still feel the county council may delay any decision on Mrs Crosbie's future until after an industrial tribunal has had a chance to hear her case.

Originally, it was thought the hearing could be held during the last week of July. It may now be delayed until September, though, because key witnesses are on holiday.

Mrs Crosbie was dismissed after refusing to teach a class she considered to be educationally untenable and unsafe after she had lost the help of one of her assistants in January.



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Head concerned for anomalies in entrance requirements

Science study needs guidance

by Jack Cross

A boy was refused a place in a university department of engineering even though he could offer engineering drawing at A level, because he was short of "academic" O levels. After he was flogged three months-worth of Chaucer to get him through English literature he was in.

Dr Stanley Gardner, headmaster of Colchester's ancient Royal Grammar School, used this anecdote to illustrate his long-standing dissatisfaction with the criteria for entry to many areas of higher education. He was addressing a head teachers' conference on the subject of "Universities and School—the next five years", held at the University of Essex last week.

The entrance requirements of polytechnics, particularly for engineering courses, are equally idiosyncratic. A candidate with the highest possible qualifications will be turned down if he has not studied both mathematics and physics in the sixth form, though he needs to pass in only one of these subjects, Dr Gardner said. A realistic teacher will, therefore, advise him to undertake a two-year course leading to an examination which they both know he will probably fail.

Conservative attitudes are found in departments of medicine, dentistry and veterinary science. These demand a qualification in chemistry, after which they allow entrants to choose from a number of scientific subjects.

Students are forced into the strait-jacket of a narrow scientific education, compelled to take subjects which are neither necessary, appropriate nor desirable, solely to gain places in institutions of tertiary education. At the same time, everybody agrees that rigid and early specialization is a bad thing, he said.

Dr Gardner called for an influential joint consultative committee, composed of senior academics and secondary heads, to look at such anomalies and offer guidance.

University research marred by cutbacks say principals

A plea for the necessity of university research in a period of rapid social and industrial change is made in a pamphlet published last week by the Committee of Vice-Chancellors and Principals.

"The financial stringencies of the mid and late 1970s have harmed university research activities, and the system of dual support of university research by the University Grants Committee . . . and the Research Councils . . . is under acute strain", the committee's secretary general, Mr Geoffrey Caston, says in his introduction to the pamphlet. Yet universities make a direct contribution to industry and society both nationally and internationally, he argues.

The pamphlet supports this claim by describing 25 research projects now being carried out in British universities. They range from the applications of solar energy to the developments of new varieties of hops from the control of landslides to the control of pain. The projects were selected from over 2,000 examples submitted by universities.

Research is also essential to university teaching, Sir Rex Richards, Vice-Chancellor of Oxford University and chairman of the academic affairs committee of the vice-chancellors' committee, writes in his opening chapter to the pamphlet. It is what makes a university a university, rather than just "a school for rather older pupils", he says.

"If teachers were not also researchers, we would not really have a *university* at all—but either a school, or perhaps a school cohabiting with a research institute. It is of the essence that the *same* people do both jobs."

Launching the pamphlet last week, Sir Alec Merrison, vice-chancellor of Bristol University and chairman of the vice-chancellors' committee, said it was not "a neurotic self-defence" of university spending at a time of financial cutbacks. "We depend on the public purse and must account from time to time on how we are spending that money", he said.

Cash springboard for acrobatic skills

Boys and girls with a yen for that branch of gymnastics with a circus touch are to be given their chance to develop the necessary skills through a sports acrobatics awards scheme.

This was announced last week by the British Amateur Gymnastics Association which has been given £50,000 for this by the Midland Bank.

Sports acrobatics is a spectacular side of gymnastics and has been displayed several times in Britain, chiefly by the Russians who are the masters and mistresses of these arts. But it is a sport in its own right with world and regional championships. Competitors work in pairs and groups.

The Midland Bank scheme introduces youngsters to the basic skills operating as single-sex or mixed pairs. Individual exercises, such as cartwheels and headstands, and group exercises, such as standing on the shoulders of the kneeling partner, are among those which have to be mastered in order to qualify for a badge and certificate which covers three grades.

Schools and clubs taking part in the project will be furnished with detailed information including full-colour wall charts.

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Funds formula mooted to grants committee

by Biddy Passmore

Criticism of the way in which the University Grants Committee shares out its money has been voiced by leading academics at Bath University.

In a letter to *The Times* last Friday, Professor Rudolf Klein, head of the university's school of humanities and social sciences, and Mr Richard Mawditt, the principal administrative officer, complained about the secrecy and uncertainty surrounding the allocation of the grant.

"The UGC has never published any formula or criteria for allocating resources", they said. "Broadly speaking, the pattern of allocation appears to have been maintained: the have-nots of 1970 are still the have-nots of 1980, and vice versa."

A second source of bewilderment had crept in this year: the calculation of "revenue forgone" as a result of the new full cost fees policy for overseas students. This appeared to have been done on a national average of the proportion of overseas students in British universities, (13 per cent), they said rather than on the actual or projected number of overseas students at individual universities. Thus Bath, only 9 per cent of whose students were from overseas, had suffered a disproportionate cut.

It was time, the academics argued, that the UGC moved to a formula allocation of resources, like the rate support grant formula for local authorities or the Resource Allocation Working Party for the National Health Service.

● Universities are to get £716m to spend on furniture and equipment in the academic year 1980-81, the University Grants Committee announced last week. The amount, which represents an increase of about 9 per cent over the previous year, includes £1.5m for developments in microelectronics. The recurrent grant for next year is £987m.

More free money: An anonymous benefactor has promised to give £200,000 to Westfield College, London University, for an additional student residence to be opened in 1982, the college's centenary year. This brings his total gifts to the university over the past 20 years to more than £8 million.

The new hall, which is associated with the eightieth birthday of Queen Elizabeth, the Queen Mother, and with her silver jubilee as Chancellor of London University, will be named "The Queen Mother's Hall". It is the second hall of residence at Westfield to be funded out of the mysterious donor's generosity.

Nobody—not even the colleges that have benefited—knows the benefactor. Transactions are carried out entirely through the bank and it is a condition of the donation that the recipients should not try to discover the donor's identity.

Dyslexia project threatened as £50,000 aid runs out

The Language Development Centre in the department of applied psychology at Aston University, Birmingham, which pioneered research into the causes and diagnosis of dyslexia, is threatened by lack of funds.

The department's main project for the past three years, financed by a £50,000 grant from the Leverhulme Trust, has been to devise a series of teaching programmes aimed at the learning problems of dyslexic children. The Aston Teaching Programme is now ready for publication and has entered an important evaluation stage in Birmingham schools, but when the Leverhulme grant ends in October there is no more money to continue with the work.

Other projects likely to be curtailed by lack of funds are the research into the possible connexion between dyslexia and poor performance in mathematics, and an investigation of the drug paracetum, previously used in travel sickness, and its possible value as an aid to learning difficulties.

Dr Margaret Newton, head of the Language Development Centre, deplores the lack of financial help from the Department of Education and Science. She points out that her department's work in diagnosis, assessment, and remedial help for children with literacy problems has been privately funded since [illegible]. She herself has to give valuable time to fund raising.

A conservative estimate from several national surveys puts the incidence of illiteracy at 15 per cent of the school population.

Dr Newton says: "If only five per cent of those children are affected by dyslexia" (and she believes the proportion will prove to be much higher when more data has been gathered), "this still means that 32,000 dyslexic children enter the school system every year".

Four out of five attend comprehensives

More than four out of five English secondary school children go to comprehensive schools, and only one in 20 to a grammar school, according to figures published by the Department of Education and Science.

The decline of the grammar school is shown in the Department's latest statistics on schools, which reveal that in the four-year period 1974-78 their numbers fell from 655 to 305, and their share of the secondary school population was also more than halved, from 11 per cent to 5 per cent.

In the same period the number of comprehensive and middle schools rose from 2,478 in 1974 to 3,678 in 1978. The proportion of pupils in the comprehensives rose from 61 per cent to 83 per cent in the same period.

The figures also show that the total number of schools fell by [illegible] in 1978 to 30,650. A school population of 9,200,000 for state, direct grant and independent schools was 80,000 down on the peak number in the previous year.

Something in the air for pranksters

Schoolboy pranksters who terrorise classmates, teachers, pensioners and even parents with whopper stink bombs will soon fall foul of the law.

In future, they will have to make do with a tamer array of "weapons", such as itching power and only the smallest of stink bombs.

The government is making it illegal to sell the larger versions. The Novelty (Safety) Regulations was announced last week by Consumer Affairs Minister, Mrs Sally Oppenheim.

She told a Commons Committee on Statutory Instruments: "These type of novelties figure largely in the growth of hooliganism and the terrorizing of the elderly. They represent what could be a disturbing trend in the supply of novelties, that may be bought to shock or surprise in ways that risk personal injury."

'We are asked to make bricks without straw,' say teachers

Shortages put curriculum plans at risk

by Bob Doe

Teachers of all subjects protested with one voice this week about shortages of books, equipment and teachers in schools with a warning that these might jeopardize the Government's plans for a common curriculum.

The Council of Subject Teaching Associations, representing the common concerns of all subject teachers, warns in its response to the Government's "framework for the curriculum" plans that "Schools look perilously like being asked to make bricks without straw."

No educationalist worth his salt would disagree with the Government's laudable aims of introducing all children to science and technology, paying due attention to personal and social development, preparing them for the world of work and the multi-ethnic world they lived in says COSTA. But teachers had to be given the resources to do this.

"It is misleading and dishonest for Government and local authorities to will the ends unless they are prepared to will the means."

Maths group supports new exam proposal

The new intermediate level sixth-form exam proposed by the Schools Council has won the backing of the Mathematics Association. But the association warns that it could put even more strain on already overstretched teachers of mathematics.

The half A level equivalent, I level, is expected to be especially useful for sixth formers who need to continue with some maths without needing a full A level.

The association says, in its reactions to the council's plans for revising sixth form exams: "It would be advantageous to a number of students if they could delay their decision about level until they had some experience of sixth form maths."

But one of the major question marks hanging over the I level plan is whether extra courses can be run economically in sixth forms, especially when the efficiency of diminishing sixth forms as a whole is under question.

The association warns, "teaching together pupils with very different rates of working presents considerable problems."

The introduction of I levels would inevitably add to the load of mathematics teaching in schools and to the complexity of the sixth form time-table.

The association is against special maths syllabuses for subject specialists such as maths-for-geographers or maths-for-economists. This, it says, spreads teachers too thinly and underestimates the applicability of sixth form maths.

The association also wants numeracy—as well as literacy—included in sixth form general studies courses. Such courses should include questions involving the ability to digest and derive information from numbers, charts and graphs and testing spatial abilities.

Spending claim 'misguided'

A ratepayers' group which has criticized the spending of hundreds of thousands of pounds by education officials is misguided, according to a report prepared by Mr Michael Henley, Northamptonshire County Education Officer.

The Northampton-based Industrial Ratepayers Action Group has sent a dossier on the education department's spending to Mr Mark Carlisle, the Education Secretary, and is urging HMIs to look into where the money has gone in the county's schools.

Among its claims are one that a total of £300,000 allocated for education spending from a contingency fund cannot be accounted for and that £200,000 had been spent on PE equipment.

Mr Henley said that the group had been sent a letter outlining how the money had been spent and, in a report to the education committee, pointed out that the £200,000 had been spent on "educational and PE equipment" which included classroom equipment for science, music, handicraft, housecraft and visual and audio-visual aids as well as PE equipment.

The Department of Education and Science said the group's dossier had been received and a reply not yet sent and added that it was open to any group to query a local authority's spending with the District Auditor.

Call for 'positive discrimination'

Education authorities are urged to use "positive discrimination" in employing and promoting black teachers by the National Association for Multiracial Education in a report published last week.

The association also wants ethnic minorities to be represented in other jobs in the education service at all levels. This is the central issue in any discussion on education in a multiracial society, it claims.

The report warns of the dangers of "tokenism"—employing one or two black teachers to appear fair and non-discriminatory.

Policy Paper: The employment and promotion of ethnic minorities in the education service, NAME, 23 Doles Lane, Findern, Derby, DE6 6AX.

Pupil-teacher ratios improve

A rise in the number of three year olds receiving nursery education, a rise in the special school population, an improvement in the pupil teacher ratio and a decline in the number of primary school teachers, are also reported in the latest volume of education statistics for 1978. It states:

● the proportion of three year olds in nursery schools rose from 8 per cent in 1974 to 17 per cent in 1978;

● special schools now take 123,204 pupils compared to 116,888 in 1974;

● in primary schools the PTR fell from 23.9 per teacher in 1977 to 23.6 in 1978; and for secondaries it fell from 17.0 to 16.9;

Statistics of Education 1978, Vol 1, Schools, HMSO £5.00.

Deputy head loses libel case

An ex-Roman Catholic priest has lost a libel and slander action against Mr Terry Casey, general secretary of the National Association of School Masters/Union of Women Teachers, and must pay costs estimated at up to £100,000.

Mr John Fullam, 48, deputy headmaster of the Sacred Heart School, Redcar, Yorkshire, had sued Mr Casey, the Newcastle Chronicle and Journal Limited and Miss Susan Durkan, a reporter.

But after a five and a half hour retirement at the High Court in Leeds the jury found in favour of the defendants and Mr Casey in a case where he was sued for damages for slander by Mr Fullam, of Marske, Redcar.

The alleged libel was in an article in the *Newcastle Journal* on July 21, 1973, written by Miss Durkan.

Mr Fullam had been a member of the National Association of Schoolmasters, but allowed his membership to lapse at the beginning of 1973.

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School to work

The new national strategy for industrial training faces its first big test as employers with declining orders cut back on apprentice recruitment. Will the state assisted system of marginal funding fill the gap and ensure that enough craftsmen are trained for the future? Reports by MARK JACKSON

MSC to fund more apprenticeships

Employers in Britain's main industries are recruiting between 5 and 30 per cent fewer apprentices this year than they did last year. The cutback, apart from aggravating leaver unemployment, appears to be exposing a critical weakness in the national plan to maintain a supply of skilled workers.

The Manpower Services Commission in accordance with the Government approved *Training for skills* strategy, has decided to step up the number of apprenticeships it pays for in order to try to fill the gap. This is the safety mechanism by which the commission and the industrial training boards are, between them, supposed to ensure that enough youngsters are taken on for training even in years when poor business prospects discourage employers from recruiting their normal intake.

But the commission is refusing to announce any of the grants until after the school holidays for fear that employers will cut back still further on the number of apprentices they pay for themselves. Schools and careers departments say this means that by the time the commission funded apprenticeships are announced most of the able youngsters who are looking for places will have taken whatever unskilled jobs they can get. The effect, they warn, is that many of the extra apprenticeships may stay unfilled, leading to a shortage of skilled workers in a few years time; meanwhile, less able leavers will be forced into the dole queue because of the extra competition both for unskilled jobs and for places in the Youth Opportunities Programme.

The problem is one foreseen by the commission, when it warned the Government four years ago that marginal funding of this kind would not work because it would encourage employers to off-load their responsibility for training on to the state. The commission wanted all training to be paid for out of a fund jointly contributed by employers and the Government so that firms would not be tempted to cut back apprentice recruitment whenever trading prospects dropped.

But the commission had to drop its objections to marginal funding when the Confederation of British Industry refused to agree to an overall scheme.

The chief executive of the commission's training services Division, Mr Alan Brown, has told the Commons select committee on employment that the number of apprenticeships it is prepared to fund would not in themselves be enough to maintain apprenticeships at previous levels. The commission was still relying on employers and training boards to do more.

The committee's chairman, Mr John Golding, questioned Mr Brown sharply about the delay on announcing the extra grants for extra places. Mr Golding, who was the minister responsible for youth employment in the last Labour Government, said that experience had shown that youngsters took other jobs if they did not get apprenticeships by the early summer. "It does seem to me that you haven't learned from the past", he said.

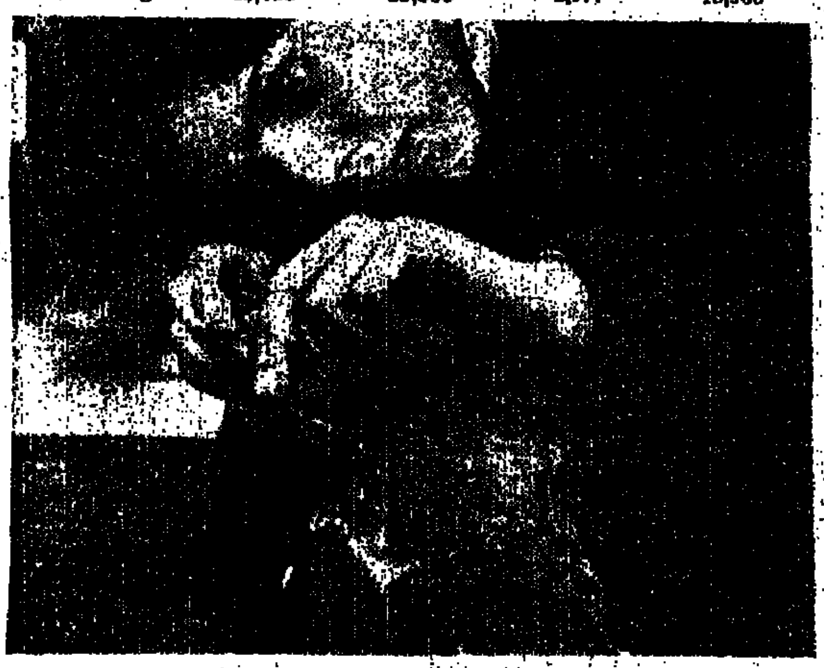
Mr Brown replied: "We've learned from past experience that if we offer places now we run a serious risk of displacing industry's own efforts—they will look to the Government to supply the funds for their normal apprentice and other training".

Mr Brown, whose estimates were compiled before last week's big batch of announcements of redundancies from all over the country, said that the fall in apprenticeships appeared to be partly because of redundancies and closures and partly because of reduced intakes. But he thought that this year the economic uncertainty was also leading firms to delay their decisions and that the apprenticeship season would continue longer than usual.

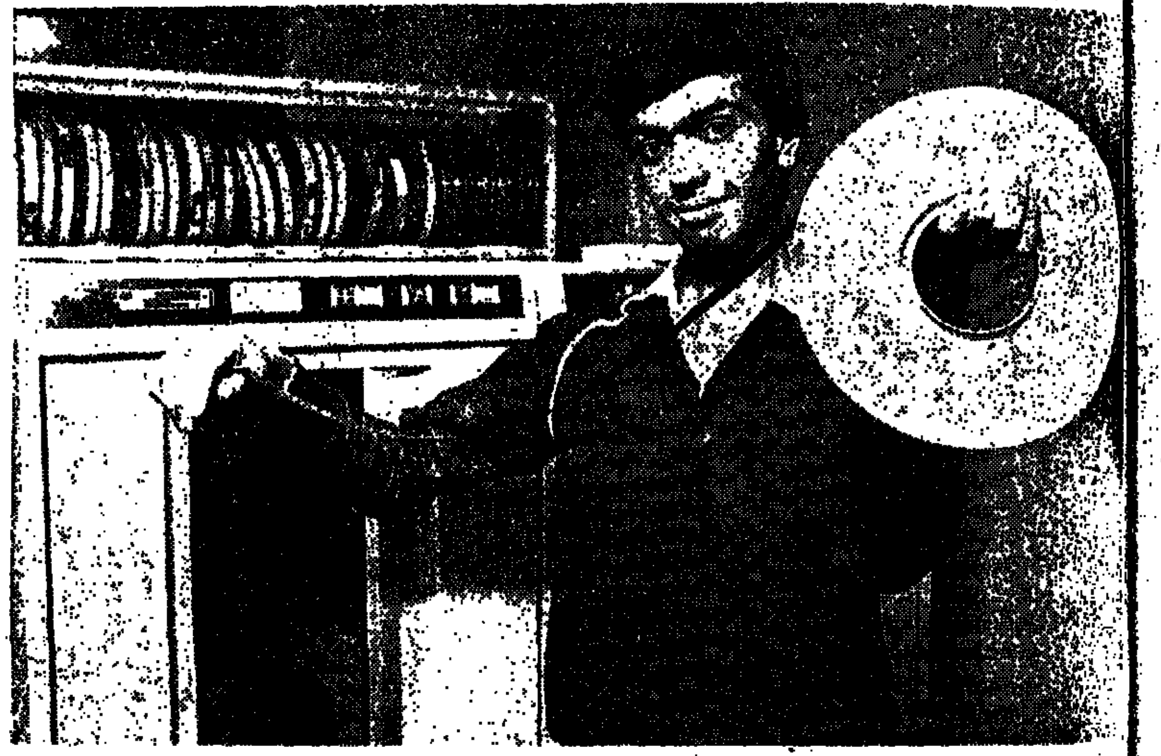
Mr David Millan, personnel director of British Shipbuilders told the *TES* this week that the results of a detailed survey of apprentice recruitment in public sector shipyards was not yet available, but that he thought that the fall in recruitment might be of the same order as in engineering and construction.

Annual Apprentice Recruitment

	Construction	Engineering	Shipbuilding	Road Transport
1976/77	9,356	24,249	2,133	11,400
1977/78	9,468	24,643	1,800	13,000
1978/79	12,200	24,208	1,968	13,400
1979/80	12,745	22,900	1,462	13,000
1980/81 Target	13,611	23,000	1,977	13,500



As fewer apprentices are being taken on by industries this year, the Manpower Services Commission is to try to fill the gap by paying for more apprenticeships. Even so, the competition for these places could force some school-leavers into the dole queue.



Listening to the radio led to a job for 20-year-old Hasmukh Sheth. The young Kenyan had tuned into a broadcast about a vacancy at a computer company, and is now a trainee operator.

Mixed reception to BBC drive

Employment offices and careers departments throughout Britain are trying to work out how many youngsters have been found jobs as a result of the all-out BBC radio campaign to combat youth unemployment.

The Manpower Services Commission said this week that it regarded the two months campaign, in which Radios One and Two and the whole of the BBC local radio network joined, as a great success. Requests have been received for 20,000 copies of the Dave Lee Travis booklet of advice on employment, and 8,500 youngsters telephoned the special regional MSC centres set up to give information on jobs.

But the careers departments who have been following up the inquiries and some of the voluntary agencies and educational institutions working with the young unemployed are not as unqualified in their approval. They say that the BBC rushed into the campaign without adequate planning or consultation, and that it did not use its enormous resources as effectively as it could have done.

The head of one of the biggest local authority careers departments in the country said that her department was rung only three days before the campaign began to ask if they could supply a representative to take part in the first programme. Other careers departments said that the first they knew of the campaign was when they received a copy of the Dave Lee Travis booklet a week beforehand. And they complain that fact sheets on various industries offering jobs were not ready until weeks after they were wanted.

Mr Ray Hurst, secretary of the Institute of Careers Officers, said this week that the careers service got very little warning, and that it would have offered to distribute the booklet if it had been consulted in time and given supplies which could also have gone to schools. "It's completely unnecessary to expect jobless youngsters to write letters, make telephone calls, often over long distances, simply to get a booklet, which happened, incidentally, to be a slightly rewritten version of one already distributed by the BBC Road Show" he said.

Mr Hurst said that he was anxious not to underrate the usefulness of the campaign—anything which increased people's awareness of the problem and drew the attention of the youngsters to the services and opportunities available was of great help, but the campaign had adrift in trying to give direct to individual youngsters.

"A phone-in may be very entertainment, but it isn't much to give vocational advice to youngster in a minute or two on air. A lot of it was just a time". Other careers officers rather more scathing about they called the BBC's stunt handl of the campaign. Said one: "The youngsters who need help most precisely those who are quicker suspect a con, especially from the mass media. You need to talk them in completely down to earth terms, not on a show."

It appears that a good deal of the MSC's enthusiasm for the paign originated in its marketing department, rather than with those directly concerned with its activi ties for the young unemployed.

The MSC says it told the Depart ment of Employment's careers ser vice branch of the plans in early April and that the BBC wrote to all careers departments on April But it confirmed that the Dave Lee Travis booklet was sent to the careers departments in the first week of May. The fact sheets were not produced beforehand, but only as the need for facts about a parti cular industry emerged in the course of a programme.

Emergency talks on leaver crisis

An emergency discussion on the school leaver employment crisis is to be held by the Manpower Services Commission's special employment board at its meeting on Monday. The board includes representatives of the education and careers services, local authorities, employers, unions, and the voluntary agencies and youth organizations.

Among the matters likely to be raised are the growing shortage of work experience places in parts of the country where there is heavy redundancy and closures, and the sharp drop in the proportion of youngsters finding jobs after their spell in the youth opportunities programme. The need to expand the programme quickly is also likely to be discussed, together with the proposal to do more for the 18s to 20s—either by entirely new programme or by finding them room in a bigger Special Temporary Employment Programme.

The board may have an unofficial estimate by Monday of the July level of leaver unemployment —the year's peak. Careers offices throughout the country made their monthly count yesterday. one of the areas of heaviest unemployment check last week showed that there were nearly half as many again leavers out of work June. The area, which has about 8,500 youngsters leaving school this year, now has 7,000 leavers on the register and another 3,600 in YOP. And while last year nearly two thirds of those leaving got jobs, the proportion is now below a quarter.

WE'D LIKE TO CONGRATULATE THE HIGHGATE SCHOOL, BIRMINGHAM, ON THINKING UP A SCHEME TO GET £1,000 OUT OF US.

The Highgate School, Balsall Heath Road, Birmingham, have come up with a scheme to help the local community, and it impressed us enough to give them £1,000. Other schools also came up with ideas that earned them £750 each. They were: Brine Leas School, Nantwich, Cheshire; Deighton Secondary School, Huddersfield; Hatton School, Sevenoaks, Kent; Heartsease School, Norwich, Norfolk; Linton Village College, Cambridgeshire and Stratford Grammar School for Girls, Stratford-Upon-Avon. Next year, perhaps it will be your school.

NatWest

For details of Project Respond, write to Ernie Heath, Manager, Community Affairs, National Westminster Bank, 41 Lothbury, London EC2P 2BP, or telephone him on 01-606 6060, Ext. 3128.

SPECIAL ANNOUNCEMENT

British Comparative Education Society

ANNUAL CONFERENCE 1980

19-21 September 1980

Fitzwilliam College, Cambridge

Theme : The Changing Nature of Educational Politics in the 1970s

Presidential Address : Mr Gerry Fowler

The Society also holds regional conferences, arranges group visits to international events (Tokyo, July 1980), publishes its journal *Compare* (free to members), produces occasional papers and provides a forum for the exchange of ideas on all aspects of comparative and international education.

Details contact Mr Colin Brock

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OVERSEAS NEWS

United States

Model for writing as standard

by Clive Cookson

SAN FRANCISCO

The Bay Area Writing Project (BAWP) began at the University of California, Berkeley, in 1974, when American colleges were first becoming worried by the tide of semi-literate students rising up from the secondary schools.

Over the following six years, as the standards of written English plunged on downwards, BAWP has been recognized as one of the few imaginative and successful efforts to deal with America's "writing crisis", and since 1977 it has served as a model for a wave of similar programmes across the United States, under the banner of the national writing project.

This summer BAWP makes its first foray across the Atlantic. Pat D'Arcy of the University of London, who has twice visited the project's headquarters in Berkeley's school of education, will be running a two-week "institute" for Oxfordshire teachers, with the help of a BAWP staff member.

And then she will join a BAWP institute at the University of Leicester for American teachers from United States military bases in Britain and Europe.

"We're trying to set up a programme to bring together British and American teachers of English for future cooperative projects", says BAWP founder and director James Gray.

The essence of BAWP is very simply to identify people who are already effective and enthusiastic teachers of writing, bring them together for an intensive five-week training institute, to discuss their methods, learn from one another, and do a lot of writing themselves. Then send them back to their own schools to inspire and teach their colleagues, and use the best ones as "consultants" for in-service training sessions at other schools.

The first step, identifying successful teachers, sounds the hardest, but Dr Gray says, "It's not difficult. There are plenty of successful experienced teachers out there, and we have a lot of people feeding names to us from all over the (San Francisco) Bay area."

In a typical year BAWP receives about 100 recommendations from fellow teachers and school administrators, and 45 are chosen for interview at Berkeley. They are given at least an hour to explain their teaching methods and show examples of their own and their pupils' written work, and the 25 best are selected for the summer institute.

There they spend five weeks analysing one another's methods, learning about research into the teaching of composition, and writing a series of papers for evaluation by the group. Then they are ready to spread the gospel as BAWP consultants.

Every year 30 to 40 of the 176 school districts in the Bay area pay BAWP to put on in-service training courses for their teachers. A typical course consists of 10 three-hour sessions, each conducted by a different teacher-consultant.

The district pays a fee of $2,000 of which $750 goes to the teacher who coordinates the course and the remaining $1,250 pays the consultants. Funds from the federal and state governments, the Carnegie Corporation and the University of California pay the salaries of BAWP's own full-time staff of nine (five professionals and four clerical).

Dr Gray says he regularly uses about 80 consultants — teaching all levels of elementary and secondary school — and 10 or 15 serve as frequently as once a week. Others are used only rarely because "successful teachers do not always turn out to be successful consultants with other teachers". Some are better at editing and writing and BAWP uses them to help with its rapidly expanding series of publications.

BAWP is undoubtedly popular with participants and there is plenty of anecdotal evidence about the improvements it has wrought in teachers' classroom techniques and the performance of their pupils. It has even inspired new enthusiasm in tired, burnt-out teachers who were on the point of leaving the profession.

"Very often in schools there is a taboo against talking about teaching", says Miles Myers, BAWP's administrative director. "So it turns out to be a surprise that hearing what other teachers do is really interesting and intellectually satisfying."

But an investigative team supported by the Carnegie Corporation, a New York foundation, was unable to show conclusively, after three years of research, that BAWP teaches schoolchildren to write more skilfully.

"In attempting to assess the classroom results of the BAWP programme (chief evaluator) Michael Scriven claims to have encountered insuperable difficulties", the Carnegie Corporation's quarterly journal reported. "Rigorous before and after comparisons turned out to be impossible, mainly because teachers participating in BAWP summer sessions had taught one set of students in the spring and would teach an entirely different set in the Fall.

"At the end of their work, the Scriven team delivered no less than 32 separate reports on BAWP activities, none of which was able to present direct cause-and-effect statistics."

Sweden

Language project may lead to new shake-up

by Chris Mosey

STOCKHOLM

Results of a recent language teaching project could cause something of a revolution in educational thinking in Sweden. The project took an in depth look at Swedish language teaching and came to the conclusion that modern methods—the norm in Swedish schools—were wrong.

Children need more definite rules in preference to the present system of letting them write freely and there should be a re-emphasis on theory instead of the present bias towards practical training, said researchers involved in the project.

The "stig" project as it was known, (*skrivträning i gymnasieskolan*) compared two methods of teaching Swedish in upper secondary schools.

A control group of children was taught using the current method of teaching while an experimental group was given intensive lessons, with the emphasis on studying and learning how and why the language has been built up.

The two methods were compared by analysing essays written by the two groups. The researchers compared 800 essays in all, reading a grand total of 400,000 words.

Project leader Ake Pettersson said the experimental method sought both to teach children to express themselves briefly and also to build up vocabulary. Children wrote one essay using as few words as possible and then wrote another on the same theme as the first using different words to give greater subtlety to the text.

"The use of long words of at least seven letters is one sign of a varied, rich language. I am no lover of long words but it is the price we have to pay if we are going to write something readable", said Mr Pettersson.

During the six months that the "stig" project has been in operation the experimental group has developed a clear lead over the control group.

"We have proved too that intensive practice doesn't detract from expression of feelings", said Mr Pettersson.

The only disadvantage of the experimental system was that children had more spelling mistakes, due to the fact that they were using longer, more difficult words than children in the control group.

The project also claims to have proved that while children from families where parents are white collar workers may have a slightly more developed vocabulary than those from working class homes, working class children spell with greater accuracy.

Girls use more words than boys to describe the same thing, the project's researchers discovered, but they tend to go more for quantity than quality. Boys in general use a more daring choice of words because they are striving to appear adult, the project found.

There was no truth in the old generalisation that boys were more concerned with material things and girls more with feelings but girls were more concerned with themselves, using words like "I" and "me".

Australia

Inquiry into staff training tables report

by Bill Purvis

SYDNEY

The national inquiry into teacher training in Australia has concluded and its report will be tabled in the Federal Parliament soon.

Parliament resumes in August after the winter recess and the report should be ready then.

The inquiry, chaired by Professor James J. Auchmuty, began its work 18 months ago and interviewed 2,000 people. It also handled written submissions from individuals and specialist groups.

Its broad object was to examine the qualitative aspects of teacher education.

A wide range of issues was examined including:

- How teachers should be selected for training;
- How training should be coordinated to help teachers in their preparation for teaching and their subsequent working life;
- How training institutions and staff should involve themselves in the community and schools;
- The provisions for the needs of children from a range of social and cultural backgrounds.

Professor Auchmuty is a former vice-chancellor of the University of Newcastle in New South Wales.

His committee concentrated on the relationship between the quality of teacher education and the needs of pupils.

OVERSEAS NEWS

Soviet Union

Drive for more social scientists

by Kenneth Shaw

Fundamental and far-reaching changes in the economic management of Soviet industry and the way workers are to be rewarded will demand the training of many more social scientists and industrial relations experts.

The Government has decided to provide more opportunities for workers to help shape production plans "from the bottom". Bonus schemes, rewards for cutting labour, and greater emphasis on profits are features of the new policy, and leaders in the Supreme Soviet are supporting the wider use of industrial sociologists and social psychologists specializing in incentive schemes and work motivation among manual workers.

The journal *Sotsiologicheskie Issledovaniya*, concerned about the economic effects on social activity among manual workers, pinpoints the main drawback of the present system in Russia as being the "discrepancy between the interests of society and certain workers' collectives".

Instead of production plans coming from the top, the journal says, they should be closely linked with orders from customers. Workers should be paid in proportion to how well they meet orders for goods and quality demands. And this will mean greater cooperation between management and workers.

Sociologists will be needed to study the way efficiency can be improved through the use of incentive schemes and this will mean expanding the higher education services specializing in training social scientists, the journal says.

It is expected that sociologists will concentrate on recent discoveries in team-working in Russian factories.

Mexico

Teachers unite in crucial fight for big rise in pay

by Emil Zubryn

MEXICO CITY

Mexico's 600,000 teachers, angered by constant delays in the payment of their salaries and by unfulfilled official promises, have united in a drive for better conditions and wages.

The Central Council for Teachers' Rights has said educators live in conditions not far removed from pauperism. Many have been able to exist mainly because of "barter" payments of chickens, eggs, corn, meat and other basic foodstuff in exchange for remaining at their posts in teaching children.

The council is demanding a 30 per cent increase in salaries, a 100 per cent increase in overtime pay and the prompt payment of back salaries. Salary increases should apply to retired as well as active teachers, it says.

New Zealand

Funds cut may end free benefit

by Lindsay Hayes

WELLINGTON

Further surprise cuts to university funding means students will probably have to pay for welfare services which have traditionally been free.

In a letter to each of the country's seven universities, the University Grants Committee advises that the Government is prepared to pay only "a little over one third of the welfare services for the current five-year funding period which ends in 1984".

Sources close to the UGC blame the treasury, which they claim has gone through the university accounts and directed the $NZ1,400,000 (£608,700) spent on student welfare annually to be reduced to almost $NZ500,000.

The Government's plan to cut welfare spending emerged at the start of the last five-year funding period when universities were asked to introduce student charges for their services.

The universities rejected the request which they viewed more as a suggestion, claiming that such services—covering careers advice, medical care, recreation, accommodation help and counselling—were an integral part of university life.

Just the same they braced themselves for a slight reduction in government spending, but none imagined the cut would be as drastic as two-thirds.

The Government has made no bid to justify the reduction or call for university reviews of welfare service expenditure.

The New Zealand University Students Association has registered alarm at the news which follows the introduction of a reduced student allowances and increased tuition fees.

The association is also concerned at the diminishing autonomy of the universities. The executive will meet soon to resurrect old arguments against education cuts and determine new action programmes.

Meanwhile, Victoria University in Wellington, which operates what is believed to be the biggest and the most expensive university welfare service with an average yearly outlay of about $NZ70 for every one of its 7,000 students, has initiated an immediate review of welfare costs.

Reaffirming the council's opposition to student charges, Victoria's vice-chancellor, Dr D. B. C. Taylor, said that he regretted the need to undertake the review, which he stressed should not be seen as a threat to staff jobs.

The services are maintained by a permanent professional staff of 13, plus creche supervisors and receptionists. The only service students directly pay for is the creche.

Unfortunately, universities such as Victoria and even those with less comprehensive welfare schemes will not be able to make up the shortfall in the government grant solely through student levies, even if they decide to try.

Despite the assurances of Dr Taylor, staff redundancy seems the only likely long-term answer.

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Note: The wax should remain clear when applied.
Tjanting
When waxing is complete soak the cloth in a bowl containing the lightest dye. Dry and repeat the process, waxing only the areas which are to remain the first colour on the finished article.
When the design has been completed, lay the cloth between several sheets of absorbent paper and iron to remove the wax.
cloth
paper

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LETTERS

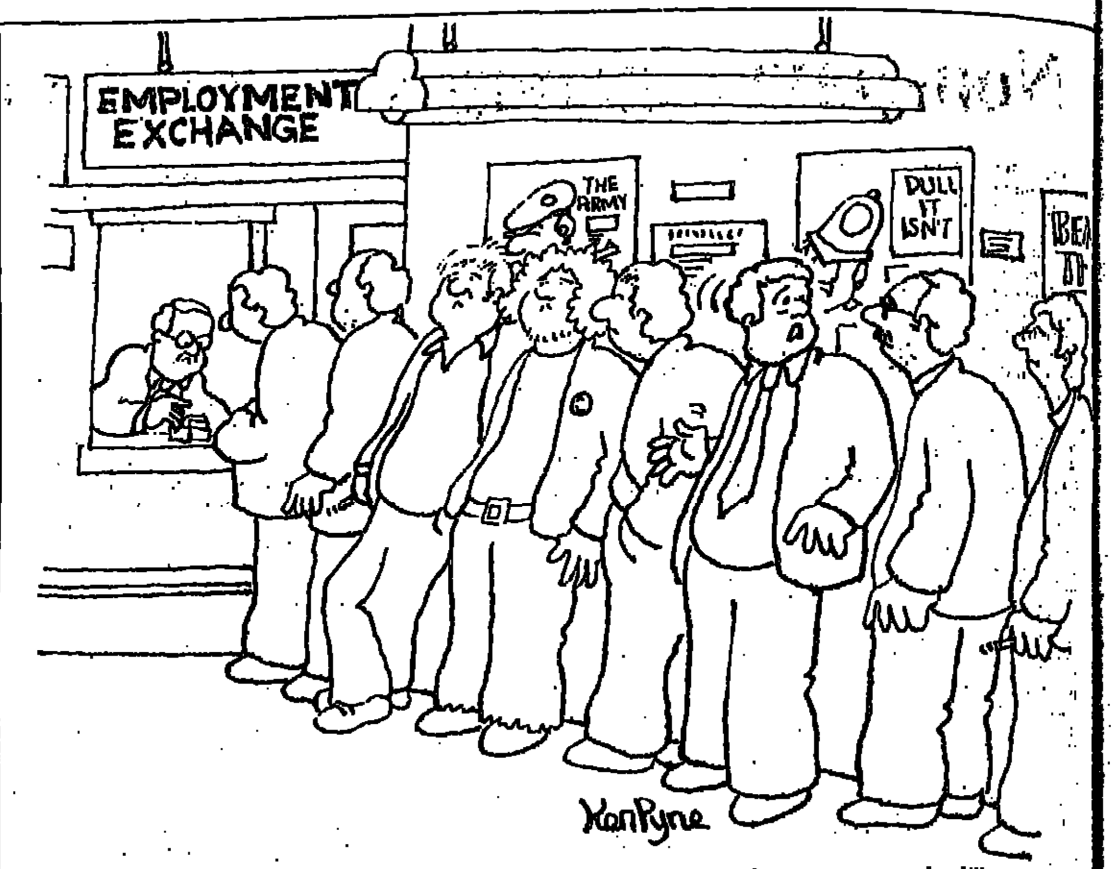
Statistics service is more vital than ever

Sir,—Philip Venning's article on the DES Statistics Service, "The figures that count" (*The TES*, June 27), draws attention to the importance of the service as a monitor of performance—"statistics are the eyes and ears of the DES". Unfortunately, the article fails to draw out the full significance of the cuts in the service which are already at an advanced stage of planning in the DES.

These plans will reduce the present six volumes to one, with vastly less information (the information in the further education volume for example will shrink by about two-thirds in the section in the proposed composite volume). Much information will simply not be published. Other plans for either splitting the "England" and the "Wales" statistics into separate volumes, or conversely for producing only one volume for the whole of the United Kingdom, are being reconsidered in the light of consumer protest and sheer practical problems. The DES has held out the possibility of an increased output of its valuable but irregular series of statistical bulletins and an inquiry service which would be extremely costly to the consumer. Neither of these alternatives seems a satisfactory substitute for the present pattern of volumes.

It is ironical that DES statistics are being cut back at the time when both educational and demographic change make them all the more important and cuts in services could turn detailed official statistics into a rod to beat the back of the DES itself. Like Mr Venning, the association has long held the view that we need more statistics—not less—more up-to-date, more detailed time series and more comparative statistics. Education is a major and inevitably costly service, and it is nonsensical that the relatively small sums spent in collating and publishing information on its performance should not continue to be made available. The statistical information which is now under threat is essential to effective administration and democratic policy making.

JANEY REES,
Education Secretary, National Association of Teachers in Further and Higher Education.



"Good heavens! Mr Dawson! Remember me? You were my career's master at school!"

Help at the end of the road

Sir,—I feel that I must write on behalf of the many caring professions working at the Royal Albert Hospital, to correct any misleading impressions that your readers may have gained after reading Julia Hagedorn's article on Drama for the Handicapped (May 30).

The Royal Albert Hospital has long enjoyed a well-earned reputation for providing not only excellent care for its mentally handicapped residents but also a wide range of training and educational stimuli. You can imagine our dismay, therefore, to read in Julia Hagedorn's article that for our school children it is "the end of the road", and that the hospital has in store for them "an allotted place . . . in a bed, chair or stretcher: there to spend the rest of their days". Let me say straight away that some of our children are very severely handicapped and life for them will always involve a very high degree of care. However, by no means all *are as multiply handicapped* as Ms Hagedorn states, and for those so able, every assistance is given to train, educate and fit them for a life—with or without support—in the general community.

We are aware that of course it was not the purpose of this article to comment on the range of activities under way at the Royal Albert Hospital. Nevertheless, it would be totally unjust if your readers could not be made aware of the many dedicated professional workers at this hospital, especially nursing staff, who devote their lives to improving the lot of the mentally handicapped.

Finally, might I extend a warm invitation to Julia Hagedorn, or any other writer from your paper, to visit the Royal Albert Hospital to see for themselves in depth the good work that does go on.

R. J. DAUNT,
Sector Administrator,
Royal Albert Hospital,
Ashton Road, Lancaster.

The desire to assist dyslexics

Sir,—The letter by J. Stein and J. Fowler (June 20) was of great interest. Most primary teachers have experience of trying to teach reading to a dyslexic child, yet dyslexia is a word rarely heard or discussed in staff rooms.

If Mr Stein or Mr Fowler could describe the "simple procedure" that can help dyslexic children develop a leading eye, or refer us to some source where we can find out for ourselves, I am sure other struggling teachers as well as myself would be very grateful.

FRANCES MOSLEY,
Morpeth Terrace,
London, SW1.

Low expectations

Sir,—I am a teacher, my wife is a nurse. Like journalist Claire Tomalin (June 20), we too have had experience of the schooling given by special schools. After a year in a normal, happy, "family" type junior school, Rachel 10, has almost overcome the 12 months retardation and pathetically slow work pace that were accepted as "normal" at her special school.

It is significant that the teacher who helped us to realize that Rachel would be better off in a normal school is married to a severely handicapped but successful young man. She taught in the special school that Rachel attended, and constantly invited trouble there by her views of the academic attainment possible by some of the pupils.

It is my opinion that teachers in special schools have their expectations reduced to a very low average level by the proportion of severely retarded children in their schools.

They become completely out of touch with academic levels of performance that are normal for the age of the child being taught.

Also, in these stringent days, any young person with the label of "special" schooling on them will find it near impossible to get satisfactory employment. Thus the sooner Warnock is properly implemented the better it will be for the majority of our handicapped children.

BRIAN E. BATTERSBY,
Taylor Green Way,
Lees, Oldham.

Frame needed for fair elections

Sir,—Your reporter accurately quotes me (June 20) as praising two aspects of the new draft regulations on school governors, namely free election of chairman and open access to minutes and agenda—when not specifically relating to confidential matters—by staff and parents.

I should like to record also, however, the ways in which I found the regulations very disappointing. Above all it was a pity that they did not suggest a framework for fair and free parent governor elections. Attention to these particular nuts and bolts is essential if there is to be confidence in the procedure. The apparent intention of leaving them to be worked out locally is strangely inconsistent with what seems an unduly prescriptive, indeed old-fashioned, attitude to the kinds of decisions which it is suggested teacher and student governors should be excluded from, matters which I should have thought *could* have been left to the good sense of those with even the hope that some would find their way timid habits.

I am also not happy about a three-year term of parent and teacher governors, presumably local authority tees will operate within a frame. Nothing is more to feeling a second-class than coming late and leaving. Finally the suggestion that should continue to serve remainder of such a term their children have left creating a class of "profes participator", which is undesirable, though I accept could be good intentions the suggestion.

JOAN SALLIS,
Parent Member, Taylor Com
49 Lauderdale Drive,
Richmond, Surrey.

When falling rolls catch up with falling staff

Sir,—As a member of Professor Briault's research team I should like to add to the points made by my colleague Bill Beet (Letters, June 13) in reply to Maurice Holt's criticism of the Briault Report on Falling Rolls (May 23). The DES did not choose an administrator to carry out the research and provide an administrator's answer. The administrator convinced the DES of the urgency of the problem and persuaded them to fund his proposed research project.

Secondly, the research team examined what happened to schools suffering from falling rolls. There was no question of saying, in curricular terms, what schools ought to be doing. Our brief was to report the facts therefore of the curriculum.

As schools contracted I expected that there would be a development towards more integrated subjects away from specialized subject courses, from necessity, as staff were lost. In one school a coordinated course in the first two years of history, geography and religious education was introduced. But the subjects remained separate in their distinctive contributions under specialists. Falling rolls were not a cause of the changes.

In the other two schools what changes occurred were in the opposite direction. Not one single science department was in favour of integrated science courses. Under the timetable heading of science, members of staff in at least one school pursued their own specialism and arranged an informal carousel. In the same school specialization into physics, chemistry and biology was brought back into the third year because pupils did not have sufficient time to prepare for exams, ie, the brighter, prospective O candidates.

Another school was forced, regret of the head of reintroduce integrated the third year for the lower bands, after losing staff. when falling rolls had, as it caught up with falling staff separate disciplines were all in the third year. In the integrated humanities for the first three years abandoned as rolls fell proved to be inefficient of the head and other staff.

First English was taken out of scheme in the third year of dissatisfaction with the achieved in this most basic of subjects—whatever the type course. Subsequently it has timetabled, from 1980-81, separate subject from the first onwards. Meantime, in this the geography department the decline of pupils, tionately, who no longer chose subject because they experienced it as formerly specialists.

You may find the present of subject choices a part of "*discredited cafeteria curricu*" Mr Holt. The alternative the richness of humanities science turns out to be prison stodge. Too many would appear to spoil the the educational kitchen.

Mr Holt and other readers able to learn more details curriculum of particular from part of the report on rolls to be published in

B. HARGREAVES,
Manchester Polytechnic,
Faculty of Community Studies

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LETTERS

Non-party group stands firm

Sir,—The Campaign for the Advancement of State Education's debt to J. Allard for his work on the Home and School Council is enormous, and I hope we have always acknowledged it. For this and many other reasons I have no wish to enter into a public debate with him about CASE policy. However, I cannot ignore his unnecessarily provocative letter in the edition of June 27.

It is a matter of some regret that he should choose the occasion of Rick Rogers' splendid article on CASE to publicize the views that *he appears to share with the former* Basildon group. They are, of course, entitled to their opinions, but should not try to justify these by giving a view of CASE as divided, biased and ineffective. The truth of the matter is that we are united and growing, a very necessary national and local pressure group which is making a much greater impact at a time when state education is having to fight for its very life, and needs every true friend it can find.

If he intended to be constructive, can I ask him to write to me with specific examples of what he likes to call our "left-wing" stance instead of making unsubstantiated assertions in a national journal? At the same time, perhaps he would tell me in each case what he would have done differently. I would also be pleased if he would make clear how ideas to restrict action solely to local initiatives can make sense in a situation where the interdependance of local and national decision-making is so complex.

If he had done this *before* Basildon disaffiliated, I am sure my committee would have given it serious consideration. As it is, no one has had the courtesy to let us know in detail what they object to or what changes they would favour, in spite of having a member on the National Executive, who attended once at the *beginning of the 1979-80 session.*

In the meantime, CASE has continued to formulate its policies by open democratic debate and discussion, as it has always done. We have also continued to be a non-party political organization, understanding this to mean that though we are independent of any political party, we must none the less decide from time to time where we stand, and pursue the consequent decisions meaningfully. Most of our present policies, derived from this process, have been fundamental to CASE ever since I became associated with it in the early 1970s. They were not adopted because they are in line with any political party, but because a majority of us have been convinced by argument that they are the best policies for children in state schools. If this has led us to approximate to the policies of two out of the three major British parties (and with the views of many individuals in the third) then so be it. It is not CASE which has brought about a polarization of views on education.

The only alternatives to such a position that I am aware of are either to support the overall policies of the present government, which is unthinkable for anyone who seriously supports state education, or to sit on the fence, trying to be all things to all men, which is faintly ridiculous and possibly painful, neutered rather than neutral.

I personally will not be content until every parent and all teachers who are honestly committed to the interests of the maintained sector of education are members of CASE making it somewhat similar to France's Association Lagarde or Federation Carnec. We will then have a powerful and effective national and local lobby for the education system which the vast majority of our youngsters have to depend upon. This is the realistic way ahead, but it depends upon the abandonment of the complacency and short-sighted parochialism, often based on a narrow conception of self-interest, which at present characterize the British education scene.

D. T. MITCHELL,
National Chairman,
CASE.

How governors view 'political' control

Sir,—In a letter last week (June 20) Derek Hanson criticized Margaret Prosser and the National Association of Governors and Managers for making "unsubstantiated" claims for the effectiveness of community-based school governing bodies. For him, control of the administration by elected representatives is the "central and vital *foundation* stone of all democracy". *I think* he might allow us an equivalent belief in the genuineness of the contributions made by those who are not committed to a party line.

But what about the realities of political control? A governing body with which I have been associated *for* many years was "served" by a local councillor who rarely appeared for meetings (even when he was Vice-Chairman) and who was finally removed from the Board when he failed to appear for 12 months consecutively. Another councillor, appointed last autumn, made no contact with the school of any kind until the day of this term's formal meeting. Such experiences are commonplace: they have been recounted at NAGM meetings and in correspondence, constantly, since the Association was formed 10 years ago.

The point is not that political representation is undesirable. It was NAGM's policy before Taylor that each Board should have something like a quarter direct representation from the l.e.a. Nor are the individuals necessarily to blame: a councillor's duties leave very little time for visiting schools and they may take precedence over governors meetings.

But if this is so, how can any party hope to dominate more than a very few of its schools unless it is satisfied with a very low level of performance from its governors. One result of trying to "control" is that party members are geared to the exercise of power and they become insensitive to the virtues—or the needs—of governing bodies which are working hard to reconcile their differences and pool their resources for the good of the school.

RUTH M. JENNINGS,
National Association of Governors and Managers,
40 Garth Drive,
Liverpool.

Clear to the point

Sir,—Mr Lionel Elvin has recently rebuked two of us for writing unclearly. Could he provide a translation of his letter ("Changeable Forecasts") which appeared June 13? It consists of one sentence occupying 14 column lines. The subject of the sentence is unclear. So is the point of it. Could the former Director of the London Institute of Education spend a bit more time polishing the windows of his own glass house?

M. KOGAN,
Brunel University,
Uxbridge,
Middlesex.

City aid made project possible

Sir—I write to congratulate Roger Housden on his excellent article "Adventures in the Neighbourhood" (*The TES*, June 6), following his visit to the St Paul's project in Balsall Heath.

Birmingham is indeed proud of what the project has achieved, as indicated in your report. However I think it should be stated, in all fairness, that the local authority has been supporting this project since the early 1970s through the urban programme. Admittedly, the grant was minimal in the early years when the greatest contribution was made by trusts and charitable organizations. However, this support from the Birmingham authority has now increased so that well over 50 per cent of the total expenditure is now provided by the city, through its education, leisure services and the social services committees.

I would ask that you give some publicity to this support, without which the project would not have been able to continue to serve the needs of Balsall Heath.

P. C. LEE,
Assistant Education Officer for Pre-School and Social Education, City *of Birmingham Education Department.*

Cuts hamper induction scheme try-out

Sir,—I am grateful for your interest in the Wiltshire Induction Scheme and read the article on June 6 by Bert Lodge with considerable interest. I feel I should correct one point and attempt to correct a number of impressions which the article may have created.

On the point of fact although it was the intention of the Wiltshire Authority to release probationary teachers for 10 per cent of the teaching week, this intention was frustrated by the cuts in local government expenditure announced in June 1979. *In* consequence no Wiltshire teacher has been released and I think you will therefore understand that any views expressed on the benefits of release by the categories of teachers mentioned in the article are based not on experience but on reactions to the original proposals of the authority.

I should say also that the vast majority of the 185 probationary teachers in the current year are teaching in secondary schools. It is only a minority of primary schools who have a probationary teacher on the staff at the present time. I feel that the 57 per cent of heads who felt unable to express themselves as being strongly or even partially in favour of the scheme as a whole were exercising good commonsense in that they had no opportunity to gain experience of the scheme for lack of a probationary teacher. I feel that the views of the heads of department are likely to be similarly influenced by their natural caution in not wishing to assess a scheme for lack of knowledge of it.

It would perhaps have been helpful to your readers if the nature of Mr Ward's interim report had been made clear. It was, in effect a report to the teachers and officers of this authority who had been closely involved in planning the induction scheme. It was made at a very early stage and everyone recognized that Mr Ward was in no position to report on the progress which had been made in the current academic year. Most of the findings of his interim report were concerned with his initial sounding out of opinion within the county before the induction scheme had got underway to any appreciable extent.

Now I think we might have done better than that. Unfortunately Mr Lodge did not make further inquiries from this authority about the induction scheme nor from Mr Ward about the nature of his report. If he had done so I am quite sure that he would have received a great deal of up-to-date information which would have helped him with his article.

I am hopeful that we might try *again on this subject at a point* when our induction scheme and Mr Ward's evaluation of it have reached a stage where conclusions and findings will be of greater value to other local authorities and to teachers than is possible on the findings of a brief interim report on a scheme which was hardly underway at the time.

F. HODGSON,
Chief Adviser,
County Hall,
Trowbridge.

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Sports Diary

● **Richard Cox** warns student athletes to look carefully at the education offered before accepting US scholarships

College sport tracks big business

Due largely to the success of David Hemery, David Wilkie and a growing number of other outstanding British student athletes who felt it necessary to go overseas, it has been suggested that athletic scholarships, similar to those offered in the United States, be made available in England, for promising athletes wishing to continue their education at the tertiary level.

In response to these demands, a number of attempts have already been made, in recent years, to introduce such a scheme. Office Cleaning Services, for example, sponsored one of England's top canoeists while he pursued his Bachelor of Science degree at the University of Bath. The university authorities co-operated by granting an extended period of time (one year) in which the student could complete his studies, thus affording him that little extra time for training.

Before further steps are taken in this direction, or more young athletes feel compelled to make the trans-Atlantic crossing, perhaps a word of caution is in order, especially if the North American experience is anything to learn by. Intercollegiate sport, in the United States, is first and foremost a business, and usually Big Business at that. Large schools, such as the University of Michigan or Southern California, can attract crowds of 100,000 spectators to a football game, even at ten, or more, dollars a ticket.

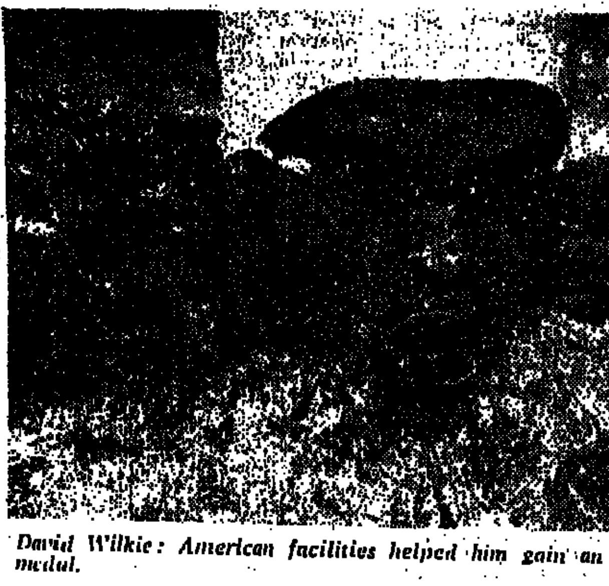
Large sums of money are chanelled into the athletics programme (in 1976, at least 10 schools had annual athletic budgets in excess of \$4m) and a successful coach might well receive total earnings exceeding those of the university chancellor. Not only does the university stand to earn a large income through the turnstyles and television rights (\$151,000 for each appearance on the ABC network), but it is a well-known fact that winning teams tend to stimulate alumni (old boy) contributions—a major source of income in most American colleges and universities.

Because college sport is big business, it is not surprising to find that some coaches will scour the Earth in order to recruit talented athletes who will produce winning teams (otherwise they themselves might lose their jobs).

The scholarship athlete will be expected to do as he is told; even if this means when he can date, what time he must go to bed and even what classes he can take.

Rules laid down by the governing body, The National Collegiate Athletic Association, state that scholarship athletes must retain a minimal level of academic performance in order to remain eligible to compete, but coaches have found many ways around this problem. These range from tampering with transcripts/results (the basketball coach at the University of New Mexico was fired last December for allegedly fixing transcripts of team members, and similar frauds have recently been revealed at USC, UCLA, the University of Oregon, and a number of other major schools where athletes received credit for classes they had never attended), to forcing athletes to take classes in remedial English or "safety with power tools", not necessarily because they needed them, but because they required less preparation to obtain the necessary grades to remain eligible.

David Hemery: one of many student athletes who crossed the Atlantic.


David Wilkie: American facilities helped him gain an Olympic gold medal.

Most disturbing of all is the fact that even some institutions of high academic repute are known to have awarded degrees to athletes who are still unable to read or write. One thing is certain, whatever the actual percentage of athletes who graduate, few, if any, manage to do so within the normal four-year period.

Before accepting such scholarships, British athletes should first determine where their priorities lie. True, whether they stay here or go abroad, they will have to train several hours a day in order to compete at a high level. True, they will be less likely to find the same standard of facilities, or the consistently high level of competition, in England, that they would find in North America.

Athletes will not be allowed to retain their scholarships should they be required to retire through injury, lose their place in the team (either because of prolonged loss of form or replacement by a better freshman), or simply because at a later stage they decide to abandon athletics (partially or in total) in favour of their studies. With total expenditures for a foreign student attending an American university ranging between \$7,000 and \$14,000 a year, it is highly unlikely that a student without substantial private means will be able to support himself in order to complete his studies (especially since foreign students are not legally permitted to work in the United States).

In England we should find some means of assisting athletes to achieve their potential, physically as well as academically. However, perhaps the system of sporting scholarships as practised in the United States is not as ideal as some of us had previously thought.

Richard Cox is in the department of physical education, University of California-Berkeley.

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features

To do is to understand

Is the classroom the right place for effective political education? Frederick Ridley argues that it may be done better in other settings

Democracy requires an informed citizenry, one that is "politically literate" in the phrase popularized by Bernard Crick and the Politics Association. It is equally true that most school leavers understand little of politics.

There is growing support for a programme of political education to help remedy the situation. As a politics teacher myself, I endorse the hope. Some of the argument, however, seems to ignore the realities of life in less favoured parts of Britain, and the interests of the educationally less advanced.

I am thinking of Liverpool. Consider the early school leavers in depressed cities: low achievers, socially disadvantaged, unemployed and with few prospects, switched off *from* democratic political institutions and party political debates. Their ignorance sometimes makes more sense than teachers of politics (or politicians) like to recognize. It may be a realistic withdrawal from a world they recognize as generally hostile and certainly beyond their influence. It is at the level of their immediate concerns, rather than with the "needs of democracy", that one should start if one wants to develop a programme of political education that will reach those in real need of political skills.

School-based political education is likely to have very limited effect on the youngsters I have in mind. In depressed inner-city areas schools are not an effective socializing force. Children are not disposed to rate school highly: perhaps because they cannot see it as a conveyor belt to careers; perhaps because they are instinctively hostile to authority; perhaps because material pressures undermine the schools themselves.

In any case, the horizons of these youngsters and the problems that face them are such that they will not rate lessons on Europe, Environment or Democracy very highly. Whatever teachers try to teach, many youngsters will switch off. Perhaps they think the teachers are trying to indoctrinate them, and resent it? The instinct of contrariness is reinforced where there is a counter-culture—teenage, working class, black, or whatever—that outlaws schools, however progressive teachers believe themselves to be.

Even under ideal conditions, good teachers and willing pupils, there is a limit to the understanding of politics than can be communicated in the classroom. Thus the old Chinese proverb: "I hear and I forget, I see and I remember, I do and I understand". Political literacy involves using the knowledge one has in some way to make it real. How much of this can be done in schools?

If internalization is one problem, the levels of politics that can be taught meaningfully is another. The advocates of political literacy want schoolchildren to understand the great issues of politics, the different "isms" and current party debates. For the low achievers of depressed areas such topics, even if within their capacity, may seem rather irrelevant. They are likely to take the policies of government, like the weather, as acts of God which they cannot alter.

One can tell them, of course, that if they understand the political system they will be able to participate, thus influencing policies in the longer run. They are shrewd enough to recognize that this is unlikely. And they may suspect that such talk about the future is a blind to cover their teachers' inability to help them cope with the weather today.

What they need is an umbrella to protect them against the immediate thunderstorm of government policies. What may interest them is learning how to protect their rights individually and in groups, for example. Such education is less likely to lead to maintenance of the status quo than education in national politics, because the system is more likely to change through grassroots participation than general elections.

The immediate point, however, is that such teaching is more likely to be relevant, therefore assimilated; because it can be built upon immediately after leaving school it is more likely to be remembered than what is learnt about greater but more abstract issues of politics.

Most agree that political education should mean some involvement, but there are obvious limits to how far this can be done in school. A local planning issue (the siting of a new road and the clearance of houses, for example) can illustrate conflicting interests and the need to strike a balance between them, the rational factors in decision-making as well as the forces that actually shape decisions. Some understanding of *how to* as well as *how* should follow: how to influence decisions that affect one personally; and, just as important, that decisions at this level can sometimes be influenced immediately.

But while the teacher may get pupils interested in the problem involved in the classroom, how much is internalized and remembered, and used in later life? It is knowledge which can be put to immediate use that arouses genuine interest among the educationally apathetic, and that genuinely strikes home. This may well mean that effective political education for many young people comes better after school (for early leavers) or outside school (for sixth formers) than within the classroom.

Experience of the Job Creation and Youth Opportunity Programmes in Merseyside is relevant. Most of the problems of youth unemployment relate to the economic system and cannot be altered by youngsters. At the same time, employers often consider school leavers "unemployable".

They are said to have no sense of work discipline, to resent orders, and to show no interest in their work; they are inarticulate, lack self-confidence, have little notion of teamwork and, of course, have few skills of immediate use. If put straight into a large factory, without supervision that will give them a sense of purpose and develop their abilities, they may be lost.

Further education at school or in colleges is no remedy. The outlook of teachers is not geared to their needs; they themselves are unwilling to return to educational institutions even for practical training courses, their hostility to school carrying over to school buildings.

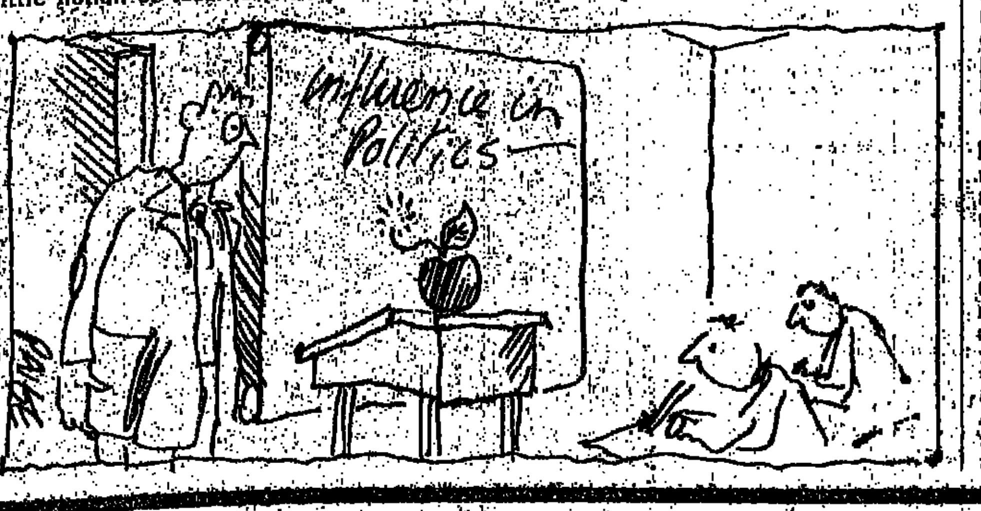
Youth Opportunity projects can form an ideal halfway house between school and employment: teams to decorate the homes of old-age pensioners and the disabled, for example. Youngsters learn skills, not sufficient to make them craftsmen, probably not even related directly to future employment; but they acquire a certain dexterity and with it confidence in their ability to handle tools.

They begin to relate to older craftsmen supervisors, developing respect for their experience and knowledge, thus to some extent breaching the generation gap. *They learn* to work as a team and, as a by-product, work discipline, because they see that they are letting their mates down otherwise. Interest in work and a sense of what they can achieve is stimulated because they can see output in a way that is often impossible in large workplaces; the fact that it is a worthwhile output is equally important.

Finally, because of the small group situation, and given understanding supervisors, they begin to participate in decision-making, become articulate and develop wider self-confidence. In other words, they acquire life skills as well as work skills: a better start to orthodox employment, but a better start to life also.

The awareness of group relationships; the ability to participate in shaping group activities, to express ideas and to organize some things for themselves; respect for team leaders based on recognition of their abilities—all these spill over into the rest of life, and are a very effective education for citizenship. Young people who have gone through such schemes are better able to participate in community activities, and thus to play an active role in community politics.

Youth Opportunity projects are supposed to provide some further education opportunities. This may involve release to colleges, but it is sometimes given on site as part of the project itself. Such "life skills" courses are likely to include elements of political education.



Youngsters may take better to project-based courses—perhaps because this avoids classroom stigma; perhaps because they are becoming more mature; perhaps because "in life" themselves, it is easier to relate knowledge and skills to reality. The place for political literacy programmes, in other words, need not be in educational institutions.

Public administration, broadly defined, is more relevant to the ordinary citizen than politics with a capital P. We are increasingly administered, subject to ever more government regulations, dependent on public authorities for ever more services. Most people have only the haziest notion of the administrative system which implements policies, often with wide discretion in individual cases. They are frequently ignorant of their rights; they often have no idea where to find the officials on whom they depend.

In my early schooldays, civics was about who emptied the dustbins, and similar harmless matters. A more positive, much extended, geography of administration (taking in local political institutions) can usefully be taught in schools. The young person may also be better served by a knowledge of welfare law than by a study of party programmes. From this, to some idea of how one sets about influencing decisions that affect the individual or the community to which one belongs: through tenants' associations, for example. This, of course, involves an understanding of political behaviour as well as the more formal aspects of government.

The focus I have suggested may not only be more useful to youngsters than grander proposals for political education but more viable educationally. It is more likely to be understood, because nearer home; more likely to appear relevant and thus arouse interest; more likely to permit school-based involvement in the form of investigative projects, even participant observation.

If the gap between leaving school and political involvement is long, as is likely for the few who actually participate even locally in national politics, or is never bridged at all, what has been learnt at school will be forgotten. If the teacher emphasizes welfare law, public administration and community politics, the chances are that school leavers will be able to use and develop their knowledge immediately.

Practical lessons and lessons about political ideas or the forces that underlie the political system are not mutually exclusive, though timetable demands may tend that way. If the choice is between capital P politics, forgotten, and small p public administration, remembered, there is much to be said—both educationally and politically—for the latter.

I can hear the charge that, however laudable the intention, this is really manipulating the young into accepting things as they are: a reactionary doctrine. I believe that the opposite is true. If low achievers, as well as the educational elite, acquire the skill to defend their interests and participate in community affairs, society may yet undergo a "revolutionary" transformation.

Frederick Ridley is professor of political theory and institutions, University of Liverpool, and president of the Politics Association. He is a former chairman of the Merseyside Job Creation Programme.

When is a teacher not a teacher?

When he's in the bath? When she's reading a novel? Or mixing with teenagers in the pub? Timothy Rogers finds out what his staff think about the issue

In an *end-of-term letter* to parents I claimed that *many* of my colleagues worked for "above 60 hours a week during term—nor are those 'long holidays' all holiday".

The figure was challenged at a *governors' meeting: Did not this smack of* exploitation? Could it be true? Should it be? I kicked myself for introducing the subject. I have always thought it particularly futile for any professional person to put figures to a working week. How does one begin to define it? Or suggest that quality and kind are more significant than mere hours?

In totting my own hours, I ought to include my daily bath-time, for it is then that the best thoughts seem to come to me. Again, any teacher of any subject needs to read books. Must one be a teacher of English (other than in the sense that we all are) to include novel-reading as an essential? And what about those "free" lunches? Anyone, surely, who is present for them is in an important social sense at work.

It is only when I hear such ridiculous estimates as "37" or "41" hours that I am provoked to these speculations. But *I could see that I owed it to my governors* to "research", and to my colleagues to *invite their own assessments.*

I asked each colleague to give an average figure for a week during term; notes or explanations would be welcome, but they were not obligatory. In some schools teachers might feel inclined to *overestimate their hours, especially* if they were to be shared with head teacher and governors: I believe that my colleagues have if anything underestimated them. To judge from notes, such activities as bath-time were not included.

Colleagues were told that they could be anonymous if they wished, but only two chose to be so. There was an 80 per cent return. I am happy to say that my original statement was not supported: only seven teachers besides myself claimed to work more than 60 hours a week. Of course there may be others among the 20 per cent who were too busy to reply, but I hope not.

The comments offered were the most interesting part of the exercise. The figures may be fairly meaningless, but I will begin by giving them. Only two estimated their week at below 40 hours: significantly, each was a supply teacher. As one of them said: "I have only worked the normal school hours (38) while I have been here on supply. This state of affairs is not typical of the life of a permanent teacher."

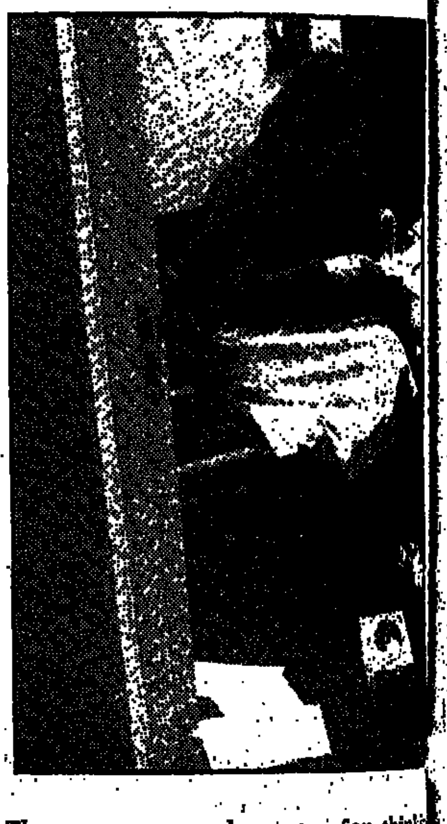
Five estimated their week at between 40 and 44 hours, 19 between 45 and 49, 19 between 50 and 54, 20 between 55 and 59, six between 60 and 69, and two above that. The average was fractionally more than 50 hours per week.

But what exactly does that mean? One colleague, who estimated his hours at 56, wrote: "PE is a 'way of life', and nearly all my hours outside this building are in some way associated with sport. But PE, in the words of the education authority, is 'non-educational' (on travel claim forms), and I am happy to work all the hours that God gives—until someone tries to tell me to!"

The same point was made more generally by another: "By calculating the hours we are falling into the same trap as our employers: if the hours we work are defined by contract, we could not get through half the work we do in our 'free' time at home." And what a trap that would be!

Some of the consequences were spelt out by a union representative: "If our hours are 'tightened up' in any way, say to some laughable figure like 37 or 41, then I wonder how many teachers in Bosworth College and other schools will feel justified in working *precisely* that number of hours and no more. If so, consideration of overtime payment comes to mind. There's no chance of that, of course. Nor is there much prospect, if teachers cut their commitment to the contractual figure, that anybody apart from colleagues and students would notice or care."

Other teachers agreed that "the school could not run on the contracted hours".



There were several reasons for thinki that some figures were underestimat. One teacher, who gave his own hours a 49 per week, added: "There are ma other teachers on the staff who work f harder than I do. However, I feel that i estimating these hours I have, if any thing, erred on the 'light' side." Anoth averaged his 51 hours per week "over th whole year, allowing four weeks o annual holiday".

Most, if not all, confined their estimat to what could be easily quantified. Thus "... reading an Economics book o even a newspaper is essential to my wor but this is not included in my figures. Many aspects of my life are connecte with Bosworth. Last Thursday I counsel led an ex-Bosworth Economist in the White Horse while playing darts. At th time I did not feel I was working, but I suppose I was."

Again, from a *teacher* who estimate his hours at 48: "If I included the time I spend *religiously* every evening keeping up-to-date with [his subject], the hours would escalate rapidly."

And from a probationer teacher wh estimated his hours at 50: "If you in clude time spent with teenagers finding out how they think, how to identify with them, reading to gain insight into how other people see individuals . . . I wouldn't be able to put a figure on it, but it would be a lot higher."

And from an experienced Biologist: "How do we include 100 per cent commit ment of a week on a field course or a language trip abroad? Another 168 hours not to mention the additional hours spent on organizing and administering, or tim spent setting work for classes left behin and correcting it afterward! . . . Readin and thinking: am I selecting newspapers books, scientific literature, or attendin subject-related lectures, for my teachin purposes, or for my own interest an pleasure? I am left thinking that I wouldn't be a teacher if I were not inte ested in combining 'work' with at lea some pleasure activities!"

My own feelings about professiona commitment, and the impossibility of pu ting hours to it, were confirmed by ma of my colleagues. One of them apologi for the "trivial way of presenting" h hours: "Surely professionals don't hours—it devalues the job. I would worried if I stopped enjoying teaching." "Education does seem to rule your life during term-time" and "Does it ever leave us, even in our dreams?" were typical comments.

But a Head Teacher's duty, it seems to me, is to ensure that colleagues do have time for a life other than school, even during term. I was particularly sad to read this from an English teacher:

"I continue to deteriorate gradually as a teacher because my weekly experience is so narrowed. I've included lunch-times and 'free' periods because they all include work of some kind. I had one genuinely 'free' period during the week, when I indulged myself chatting to other teachers in the department (about the work of the department)."

That teacher had not been able to finish reading a novel since the last summer holidays.

Perhaps the most serious points concerned the "*quality and kind*" *rather* than the number of hours. One teacher found it "an interesting exercise trying to determine *hours* of work, if only because it brought home the impossibility of gauging how *hard* I work!"

The "intensity" of work required of teachers was stressed by another: "This is almost impossible to put over to those who have never taught—e g the shock of jumping from remedial numeracy in year five to A level in year seven in the space of walking down the corridor".

A teacher with earlier experience in industry wrote: " . . . it is the quality of the hours that matters. From my own experience I *know that most jobs do not* require the total level of concentration needed by the teacher. In a "working situation" in industry there are many breaks, official and unofficial. A worker can, and frequently does, just stay in his work-place and do nothing, day-dreaming hours away! . . . Teaching hours are very demanding hours."

Finally, and most searchingly, from a drama teacher: "Probably the greatest strain that is put upon a teacher is the range and variety of the roles that he has to play. He cannot be effective without establishing a relationship with the student: to that extent he has to be a friend. He cannot help all the 25 or so students he works with at a time, without in some sense being a leader. As responsible for the peace and harmony of a large, close-knit community, he has to be a disciplinarian. He has to represent to the student the demands of society and represent to society, in the form of parents, the local community, and often his employers, the needs of the student

"There are many other important roles: moral guide, counsellor, presenter of academic standards, participant in educational debate within and without the school, besides for many having to construct timetables, organize colleagues, be a clerk, budget-controller or storekeeper.

"Many of these roles conflict; often they will do so simultaneously: usually one has to change from one to the other very rapidly. Most people tend to reduce the number of their roles. The teacher, to be effective, cannot; and at Bosworth we tend, for very good reasons, to go in the opposite direction."

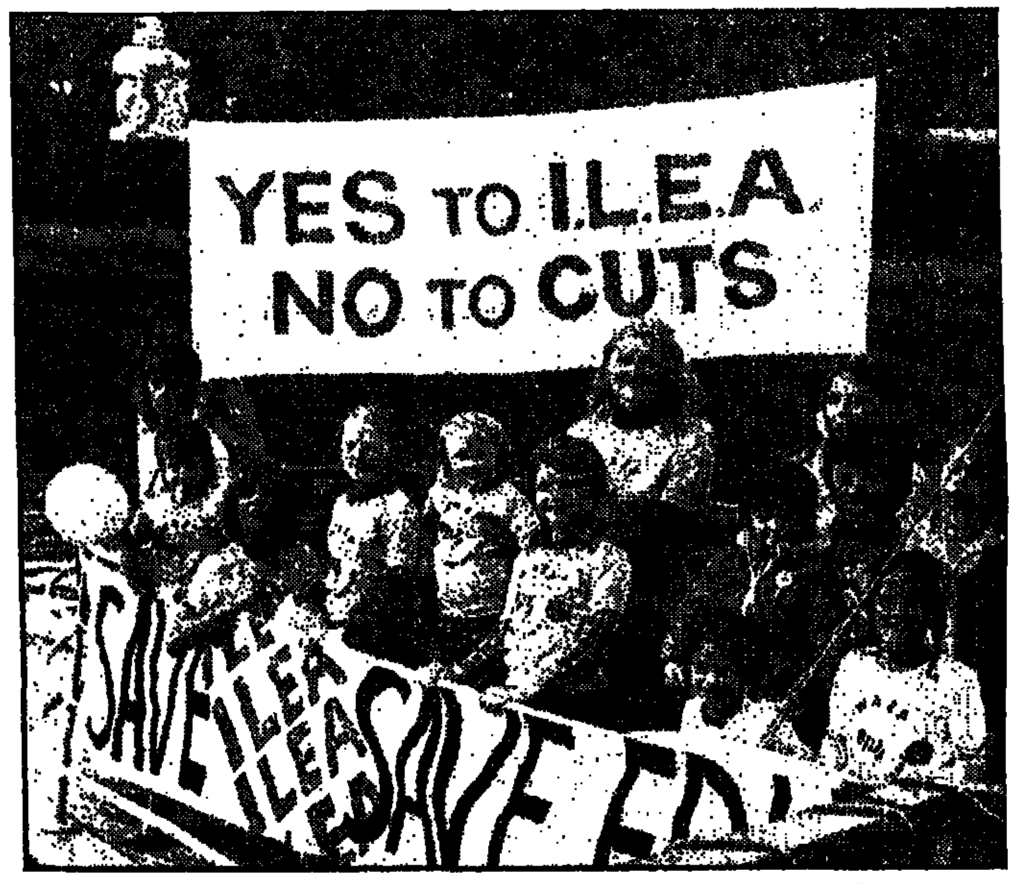
Comparability studies, whoever may conduct them, are unlikely to be relevant to the sort of considerations my colleagues' answers have suggested. And God help us if management defines the hours of work!

Timothy Rogers is principal of Bosworth College, Leicestershire.

At the end of the day . . . Bosworth teachers (above and top right) still at work after classes are finished.

As time runs out

Angela Neustatter looks at two new pressure groups set up to resist the break-up of the ILEA



Robert Molteno, a mild and charming man who publishes books on Third World problems, has become an angry activist on home territory over the past year.

He is one of the leading members of the committee of the Wandsworth Association of School Parents (WASP), *a group initially set up to fight* Wandsworth Council's request to the government, last July, to be allowed to leave the Inner London Education Authority and run their own education service.

Since the publication of Tory MP Kenneth Baker's report in February, criticizing the ILEA for being too big, too bureaucratic, too costly and for producing inadequate educational results, and therefore recommending that it be disbanded in favour of 12 local education authorities for London areas, WASP has broadened their opposition to cover this.

The Baker report was commissioned after Wandsworth's request for autonomous education and it has been much criticized by educationists; the Campaign for the Advancement of State Education (CASE) complain that the committee did not take evidence from parents, teachers or governing bodies. The *TES* condemned it as: "a hasty and unbelievably superficial document. The figures used break every rule in the book in that they are selective, out of date, fail to compare like with like, or what goes in with what comes out."

The report is also directly contrary to the opinion of Sir Frank Marshall, vice-chairman of the Tory party who, after a year of gathering evidence from teachers, parents and governors for his survey of local government two years ago, said that ILEA should remain. He declared that "only a fool" would attempt to set up new local education authorities in inner London.

There had been "rumblings" last year that the Baker report was being prepared, Robert Molteno says, but it was kept remarkably secret and Kenneth Baker did not welcome evidence which contradicted his purpose. He explains: "I was involved with the Wandsworth business, and I then heard that Baker was preparing his report. I went to him with evidence to demonstrate that, educationally, we were better off with ILEA than independent. He *told* me he was not interested and that he did not want evidence.

"That attitude is why a pressure group was essential for Wandsworth. The Tory council decided they wanted independence without any consultation with the people. There had not been complaints about educational standards or provision, nor had the Tories in their manifesto suggested splitting from ILEA. I am convinced the move was made by the council as a result of pressure from the party."

Since the publication of the report and Mark Carlisle's circumspect comments on the subject, an opposition campaign of remarkable force has developed, consisting of parents, teachers and educationists.

CASE has summed up the objections to the break up as: higher rates in areas where ILEA subsidizes costs—such as Islington, which receives an additional £18m a year—or slashing of services; a reduced educational provision because the cost of providing the variety and extensive facilities would be too expensive for each area individually; increased administrative costs with twelve separate structures; and disruption of the educational system.

They also point out that ILEA provides a substantially higher amount of nursery school places than areas outside London; they have the biggest concentration of further and higher education colleges in the country; they are able to cater for *immigrant education,* to provide classes for the handicapped and those with special needs; and ILEA succeeds on the whole in maintaining smaller primary and secondary school classes than outside London.

These, then, are the issues around which opposition campaigns have been formed, but so far the pressure groups are locally run and have not formed into a central structure, although Robert Molteno says there is a certain amount of liaison. There is, too, the problem of time for these groups. The ILEA issue is now being examined by Baroness Young, who is compiling another report with a committee of non-educationists, with evidence being heard in secret. It expected to report some time in the autumn.

WASP is the longest-standing pressure group, and they have been dedicated in convening parents and teachers for meetings, in circulating information on the issue. In June they staged a lobby demonstration, transporting parents, teachers and children in boats to the House of Commons. This, Robert Molteno agrees, was intended to attract publicity. "Getting media coverage on this matter is enormously difficult. The papers will run huge front-page stories on robberies and rapes, but something as fundamentally serious as this apparently doesn't interest them."

He was appalled to find that only one Tory MP appeared on this occasion, even though he had notified them all; but gratified to find that David Mellor, Tory MP for Putney, who did attend, spoke *against the break up of ILEA.*

Robert Molteno says: "If we are to have the slightest effect on the decision it is essential that a great many voters are seen to have strong feelings. But our lot is a great deal harder than simply demonstrating the pros and cons of education inside and outside ILEA. It is remarkable how little of the Baker report was actually concerned with education, and it dealt only with secondary school results.

"I believe that the decision will be far more political than educational. Consider, the ILEA is Labour controlled, and over the next three years, while areas outside London will be suffering the effect of educational cuts, the ILEA will continue to subsidize the inner London areas so that their educational standards will be vastly superior. Now that would not look good for the Government.

"Added to this there is a great deal of paranoia over letting the Left have power. David Smith, Tory minority leader of ILEA and vehemently in favour of its break up, said to me the other day that he believes the extreme Left is aiming to take over, and that this will lead to unspecified detrimental educational policies".

Within Wandsworth, Robert Molteno says, there is almost unanimous support for the "defend ILEA" campaign. Yet last month the Tory controlled council distributed a questionnaire, heavily *loaded in its phrasing of the question, asking if people would like Wandsworth to run their own education.* The response, they say, was a majority in favour (see *TES* of June 27).

The Islington Save ILEA campaign was formed as recently as the TUC day of *action, when the ILEA white collar union* joined up with the Islington Teacher's Association, and decided that an effective, single-minded campaign was required to mobilize public opinion against the disbandment plans. More than 100 people came to the first meeting they organized, and since then they have established a committee of 20 members, working "full time in our spare time", says Mike Clayden of the ILEA union and a committee member.

He says: "We have concentrated on notifying everybody about the issue; we have organized talks and meetings and generally worked to generate as much interest and attract as much attention as possible, as quickly as possible, because we are running against time."

The biggest problem of the "panic" he says is that it has not allowed the group to work out a really sound political base and good argument. But they have been successful in persuading almost all the area's schools to set up desks containing information and with forms to send to Mark Carlisle, demanding that ILEA be retained.

The problem now for the pressure groups is to make contingency plans in case the decision is announced to disband ILEA. Mike says: "I feel it is essential to establish a London-wide cooperation and joint base, so that we can really have political muscle and let the Government know just how much feeling there is on the matter. But it is very difficult to know just how we would fight the decision".

Robert Molteno agrees, and says: "Frankly, I have no idea what the move would be if Mrs Thatcher does the worst. The thing I fear more almost is that she will be subtler, and keep the ILEA in theory, but change its functions so much that it will effectively be disbanded. That way our job as a pressure group will be immeasurably harder, because the situation is likely to be far, far more complex."

This is the last of a series of articles on education pressure groups.

The Middle Age of Mr Wilson

By A. S. Byatt

Setting the World on Fire. By Angus Wilson.
Secker and Warburg £6.50. 436 57604 X.
Angus Wilson, Mimic and Moralist. By Peter Faulkner.
Secker and Warburg £6.95. 436 15175 8.

At the end of *The Wild Garden* Angus Wilson wrote that "the impulse to write a novel comes from a momentary unified vision of life". He gave as an example the "powerful visual picture of a fat woman and a thin man" which became *Hemlock and After*, and ended his book with the reiteration: "Everyone says as a commonplace that a novel is an extended metaphor, but too few, perhaps, insist that the metaphor is everything, the extension only the means of expression."

The Wild Garden has not, I think, been as highly valued as it should have been. It is hard to persuade novelists to speak fully or truthfully about their ways of working, and *The Wild Garden* is unusual in that it combines, very gracefully, a great deal of psychological information about its author with some very precise information about the genesis and technical problems of the novels—at least as far as *The Middle Age of Mrs. Eliot*. It is interesting, in terms of the new novel, *Setting the World on Fire*, that Wilson's example of the "metaphor" that is "everything" is in fact, within the novel, not strictly a metaphor but an opposition between two characters. It is clear that the ambiguous image of the wild garden—tamed patch of jungle, or *locus amoenus* in civilization where wild things can flourish—is a sustained metaphor in every sense, running through most of the novels and tales, from the over-tidy gardening women like Ella Sands, through the whole terrible fantasy of the various destroyed and destructive zoos in *The Old Men at the Zoo* to the "nursery" garden of Meg Eliot's brother, David, and the rice called Magic, produced by Hamo in *As If By Magic*, for our unparadisal earth. But Wilson's reference to Bernard and Mrs Curry as an extended metaphor suggests that he sees his characters, too, as figures of speech and, thus, by inference his novels as allegorical in a way that many realists would not, perhaps, do so easily.

Setting the World On Fire is, like *Hemlock and After*, a momentary unified vision of a profound opposition. It is about baroque and classical art, the opposition and reconciliation of impulses towards fantastic extravagance and soaring ambition on the one hand, and order, stability, humane proportion on the other. It is set in an ancestral house, within a garden both wild and civilized, in central London. The house was built in the seventeenth century by Sir Roger Pratt and was "all regular and even, with a marvellous sense of proportion, until Vanburgh came along and did wild things, great man though he was". Vanburgh added a Great Hall, with a ceiling depicting the wild chariot-ride and fall of hubristic Phaethon, setting the world on fire. The central characters are two brothers, Piers and Tom Mossom, one destined to be a brilliant theatre director, the other, an orderly solicitor and cordon bleu cook. Their nicknames for each other are Pratt and Van: they represent, in some ways, the Apollonian and Dionysiac impulses in life and art. The plot of the novel concerns Piers's unsuccessful attempt as a schoolboy, and successful attempt as a man, to stage an opera, by Lully, about Phaethon, in the Great Hall. Tom is terrified of heights and of the Hall: Piers finds them exhilarating. Tom sees Phaethon as analogous to the Hitler who burned his airman father in the sky: Piers sees him as a momentarily glorious performer of an impossible feat, who is content to pay for his dizzy splendour with his life.

There is a third term to the opposition, however. Whereas in Thomas Mann's artist novels which use the Nietzschean opposition of Apollonian and Dionysiac, the pleasure in destruction of the drunken God and the Maenads is *within* the artist-hero, in *Setting the World on Fire* it is personified in an appalling jet-set female impresario who "*adores chaos*" and by aimless urban guerrillas, whose appearance, however brief, is by now almost de rigueur in serious novels. Piers represents only the aspiration, fantasy and creative disorder of the baroque—another form of order. He has less in him of the controlled sadist than Angus Wilson's other artists—much less evil than Bernard Sands, much less indifference to the fate of others than the artist characters in *No Laughing Matter*. The book leaves a curious impression on the mind of frozen, marmoreal, contorted violence, forever twisting and turning and still to be undergone. It has an appropriate cover: no flames, but strictly classical engraved lettering on a chilly green marbled ground.

Peter Faulkner's book about Angus Wilson is subtitled *Mimic and Moralist*. It is very much about Angus Wilson the moralist, analysing the changes in his attitude to quietism, the limitations of 1930s liberal humanism, and the relationship between controlled sadism and gentleness that Wilson has said is at the root of his impulse to write. The blurb to Faulkner's book tells us that his "admiration is tempered at times by sharp criticism" which is not, I think, quite exact—the criticism is hardly sharp. Faulkner does raise the problem that most readers of Wilson must encounter—how far is Wilson's preoccupation with evil and sadism idiosyncratic and how far is it, as Wilson himself says, a reflection of a "modern world in which sadistic impulses have run very rife" Faulkner is at his best in his analysis of Wilson's, and the reader's ambivalence to the passiveness of David in *The Middle Age of Mrs Eliot* or Simon Carter, the administrator, in *Old Men at the Zoo*.

Where he is less good is with the "mimicry" which Wilson has claimed is his greatest natural asset as a novelist. He has an excellent passage on how Wilson came to terms with the great modernist writers whom he has, in his early days, despised—notably Virginia Woolf and Joyce. He quotes, aptly, and illuminatingly, during his discussion of *No Laughing Matter*, Wilson's view that it is the *popular* element of Mann, Joyce, even Woolf—the plain truths, the clear plots—that constitutes their greatness within their "private language". And by "popular" Wilson seems to mean something close to "universal". He warns against the "middlebrow" and "saccharinny" and we can see how his own work has become more convoluted, more wrought and heavily structured out of a distaste for the facile. But here Faulkner fails the reader—he does less to explore the successes and limitations of Wilson's formal experiments than does Malcolm Bradbury in his brief essay in *Possibilities*. Wilson's "mimicry" can be an aesthetic fault, carried to excess, and this has never been analysed critically to my satisfaction. However, Bradbury invoked Goffman's "dramaturgical analogy" to explain the papery, play-within-a-play, literature-within-literature effect of late Wilson, and *Setting the World on Fire* could be seen as *about* the "dramaturgical analogy" just as much as *No Laughing Matter*. If so, it is possibly a case of a fertile relationship between critic and writer, analogous to the way in which late Spark seems to respond to the insights of Frank Kermode.

Trapped in The Green Room

Nicholas Wapshott on François Truffaut

When Sir Basil Engholm was made Chairman of the British Film Institute two years ago, he was asked who his favourite film director was. His answer was François Truffaut and an audible groan was heard from the gathered press and BFI staff. Truffaut is considered safe, establishment, middle-brow and dated, and Sir Basil had shown his true colours.

Truffaut is the undoubted leader of the French New Wave of the fifties—Alain Resnais, Claude Chabrol, Louis Malle, Jean-Luc Godard and the rest—and his films represent the type of subtitled pictures which seduced a generation of film society members away from the British and American films at their local Odeon. In the dark discomfort of a film society's makeshift hall they would conspire to enjoy the work of Federico Fellini, Andrej Wajda, Ingmar Bergman and, the favourite of all, François Truffaut.

Truffaut now falls between two schools. The programme planners of the two main distribution chains still not dare play subtitled films, as the public for them, though growing, remains small. And the film buffs who used to wait impatiently for the latest Truffaut have moved on to new favourites.

That Truffaut's latest film, *The Green Room*, should open this week at the ICA is a perverse accident or an act of intentional audacity. To show a film which nobody else wanted to screen by the conservative hero is a neat piece of irony for the ICA, the vanguard of crypto-radical high fashionability.

But Truffaut at the ICA, however odd it may appear, also indicates the position Truffaut now holds in the esteem of British cineastes. Although he continues to make films, at the rate of about one a year, Truffaut is considered a figure of the past, a milestone in the history of cinema, to be viewed in context rather than as a contemporary contributor to the scene.

This view is confirmed by the complete retrospective of Truffaut's work held at the National Film Theatre last month. As Truffaut's career was hatched in the Musée du Cinéma at the Palais Chaillot, the home of the Cinématique Français, so he has now become a museum piece himself at the NFT, a freak in a circus of his own making.

For Truffaut's contribution as the most eloquent, most lively, and most popular of the New Wave critics/directors was to popularize the view that the cinema should be seen not as a transitory entertainment but as a valid art. He particularly revered the old hands of Hollywood and elevated them to the ranks of *auteurs*. It was a view that would, in any case, have emerged from someone, somewhere, but Truffaut and the New Wave were among the first and, most important, it was they, through the *Cahiers du Cinéma*, who persuaded the rest of the world to their view and established film criticism and film history as a respectable occupation for intelligent minds.

It is, for instance, difficult to imagine a time when Sir Alfred Hitchcock was not generally acknowledged as a genuine artist, worthy of respect. And it is easy to forget quite how much Truffaut, by his book *Hitchcock*, contributed to the elevation of Hitchcock's image, turning him from an overweight showman into a revered master of cinema. Truffaut's crusade eventually led to his own downfall. The generation of film makers who captured the defectors in the loyal audience for Truffaut films were the graduates of American film schools who used *Cahiers du Cinéma* as a textbook and who had learnt in their first week the importance of Hitchcock's place in the art of film making.

The essence of the truth which Truffaut was peddling was that film directors should be judged on the basis of all their films, because all artists really make only one piece of work and, subsequent to that, their task is simply one of further definition and repetition. As if to prove this thesis, most film directors of the New Wave have chosen their genre and stuck to it: Chabrol will make only murders; Godard keeps to Marxist lessons; Resnais reveals the deceits of style; and so on.

To put it another way, Truffaut and his friends have become a bore. By now their audience have caught the drift and grown impatient with annual instalments of variations on a familiar theme. Truffaut is trapped by his fascination with his own childhood and growing up. His Antoine Doinel cycle is wholly autobiographical (though complete honesty would demand that Doinel, played so ably by Jean-Louis Trintignant, should become a film-maker who finds a young actor to represent him in his films).

Other films continue the same theme. Perhaps his most accomplished work, *L'Enfant Sauvage*, about the taming of a wild boy, has Truffaut as the Darwinian doctor, directing the young life to act as he does. His films alternate between autobiography, which concerns his childhood and his amorous affairs, and those films which either concern childhood (*L'Argent de Poche*) or amorous affairs (*The Man Who Loved Women*, *Anne and Muriel*, *Jules et Jim*).

With *The Green Room*, Truffaut does not venture from his chosen path, casting himself as a man whose love for his dead wife does not end at the grave, a demonstration of *l'amour fou* which echoes his *L'Histoire D'Adele H.* It is with some sadness that the man who almost invented the notion of film authorship should now be seen to be trapped, pacing around the limits of his own imagination.

Us and them

Gerald Haigh on a week's television

One purpose of television, I feel, is to act as an implement whereby we may pick and ferret among the grottier bits of the national epidermis, winkling out shadowy particles and holding them up to be squinted at. All such pokings, of course, bring a variety of gratifications. Thus do we stare with a fascination beyond social concern when we see a young lady who has decided in cold blood to start sniffing glue again having once given it up; or at a boy called Brian who once butted his teacher in the teeth. ("She fetched the headmaster over and he sorted me out.")

Both of these young walking tragedies appeared on I'm not a Bloody Parcel (BBC1 Tuesday) which looked at two places of hope, refuge and help for young people in trouble. As presented by Harold Williamson, Dolrhyd School, in North Wales seems to use a familiar enough formula. Boys who would once have been called juvenile delinquents are offered, or rather compelled to accept, a regime which is made up of varied activities backed up with affectionate understanding. This is what I call the "Come on, lads!" style of adolescent psychotherapy.

For me, the programme stuck a bit too much at the surface activities. After all, we all know that mountains, residential care and outdoor work will probably motivate an urban dropout better than being in the bottom maths set in a comprehensive does. The degree of success of any institution, though, depends on the quality of the people who run it and on the relationships which they create. Dolrhyd succeeds with some very bad lads indeed, of a kind that many viewers hardly know exist, and they are not just tamed by mountain air and heart to heart talks. A very powerful alchemy is at work at Dolrhyd, in which the principal ingredient must be the professional skills and commitment of the staff. If this is not rammed home, then the effect is to feed the already too pervasive notion that there are easy solutions to the problem of youthful disaffection.

The second part of the same programme showed us Fairhaven, a hostel run by MIND with the purpose of preparing institutionalized youngsters for the independence which will be thrust upon them when they grow too old to be in care. What we saw was potential Dolrhyd customers a year or two further on, having their very last, very slim chance before embarking on the final slide to prostitution, crime and jail, or simply to the doss house and the railway arch. There were moments of sheer horror, as when a boy retailed, dead-pan, his experience in another place of electro-convulsive therapy. "After, you had a little tear in your eye, and they used to give you coffee and biscuits". Are we *still* doing this all these years after *The Caretaker* and *One Flew Over the Cuckoo's Nest*?

From a programme about disaffected youth, where do you look for something which seems to extend the debate? Well, the same night there was Only In America; Detectives (Thames). The non-fiction reality of city police work in America is increasingly thrust at us by television.

Are we supposed to see it as a terrible warning of what will inevitably happen over here if we do not get a grip on our own urban problems? Or is it an interesting survey of violence, arson and sudden death in a far off place?

I confess that I was, at times, blackly amused. Police language, for example, is good for a laugh in any country and where English policemen proceed, it seems that New York ones respond. "We responded to the hospital". Then there was the use of the word "perpetrator", often maniacally shortened to "perp". There has to be a philosophical difference between calling people "suspects" and calling them "perpetrators".

At the moment, in this country, we are still at the stage of poking cameras at it all and gasping with horror. If it all comes here will Dolrhyd and Fairhaven still be relevant?

From the South Bronx to Puerto Rico, where New York's poorest inhabitants come from. (Uncle Sam's Backyard, BBC1, Thursday.) The cynicism of some American politicians in dealing with this place invites comments about chickens and roosts. In short, they will not make Puerto Rico a proper state because they would have to pay out more to its people in Federal Aid than they would haul in by way of taxes. Ah well, I suppose they learned all about it from us.

It was no use looking at Wimbledon (BBC1 and 2, all the time) if you wanted to escape from over-emotional adolescents. Blue Peter, however (BBC 1, Monday) is a different matter—another sort of institution for another sort of youngster. My own teenagers, being betwixt the age groups which accept it as it is, send it up horribly. "What is it tonight?" they say, with mock enthusiasm, "Tina's Baby, or Simon's Parents' Farm". We did see a good bit of the farm this week. "While I fertilised the fields, Dad kept Goldie out of the way", I think Simon said at one point. The programme was a "Goldie Special", a compilation of moments in the life of the programme's latest dog.

Detectives Andy Lugo and Tony Colon, from "Only in America".

Blue Peter is a rare survivor, updated but essentially unchanged, from the *Muffin the Mule* era. I know from experience that many children like it. One week a presenter demonstrated the making of badges from dough (really!) and the next day a large number of my pupils at school including many of the least able, were proudly sporting great crumbling coloured objects on their cardigans. I admire the Corporation's faith in the programme, I salute Biddy Baxter, and I wish the whole enterprise well.

Pick a pocket or two

Hilary Finch reviews a new ballad opera

While director Jeremy James Taylor was working on *Bartholomew Fair* at the Young Vic, he chanced upon a real-life subplot which he just couldn't afford to let slip through his fingers. The true story of a gang of child criminals operating throughout the fairs of England and led by the 10-year-old Ned Stirrick was to be the inspiration for his latest and most successful music-drama for children, the ballad-opera, Captain Stirrick. Written with David Scott of Haberdashers Aske's School, Elstree, with musical arrangements of traditional ballads researched and composed by Abingdon School's Richard Brett, its first performances at Haberdashers revealed a standard of music theatre aspired to but never yet reached by the commercialized pap of the *Oliver* and sub-*Oliver* variety.

The story of the life and downfall of Ned and his gang is framed by the opening and closing prison scenes, within a tripartite cage-like structure, in which the tale is begun and ended by Ned himself until narrative and action telescope in time quite horrifyingly at the end. Within the frame is a broad two-and-a-half-hour canvas of fair scenes, puppet shows, Punch and Judy, a trial scene and some bold use of violent language and action.

But what makes the work so memorable is not, in the end, the wonderfully inventive music, rumbustious, sinister and moving in turn, not even the quite outstanding performances from the children on stage and in the band (they were involved in creating the parts for themselves in workshops with Jeremy James Taylor since last January) but the richness of the material, the quality and placing of each theatrical *coup* which makes the characters' reactions to each other and ours to them so complex and so constantly thought-provoking.

There *is*, for instance, Ned's first "soliloquy". After the bustle of the fair and the pickpocketing he is left alone on stage with his red captain's coat, which, he fantasizes, was his father's: he reminisces on his death in a sea battle; the coat becomes a glove-puppet in his dramatic monologue. Then there is Ned alone, with Fantocinni's puppets, his fascination with them, with the story *they* provide, with his own control of them.

And then in the second act, after we have witnessed the major pickpocketing incident of the play during a Punch and Judy show which we don't actually see—after all that we are treated (because that is what we now want) to a Punch and Judy show of our own. And it becomes a macabre play within a play, a microcosm, as Ned watches it, of his own world of storytelling, puppetry, sadism, violence within a child's world.

In the end Stirrick's conversations with Mr Punch whirl madly together in remembered fragments when, after murder, betrayal and arrest, he is again alone on stage. Like Britten's Peter Grimes, he is surrounded and demented by brilliant electronically orchestrated fragments of voices, accusations, snatches of ballads and his own grotesque motto: "get nabbed, blow the gab, get stabbed". Mr Punch has got him in the end.

The music plays a vital part: each setting (for the imaginative combination of violin, clarinet, trumpet, tuba and percussion) of traditional ballad, verbally stripped down and rebuilt again by Jeremy James Taylor with his own characteristically incisive couplets and direct internal rhymes, carries the action along and increases its dramatic effect, while the quiet, guitar-accompanied narrative ballads of Peg Clark (simply sung by Laura Kelsall) move in and out to tell Ned's true story. It is a story that recalls *Hamlet* and *Peter Grimes*—and Jeremy James Taylor's own creative imagination has a good share of the inspiration and talent of both of their creators.

Selections from "Captain Stirrick" will be performed in the appropriate setting of the City of London Festival Fringe at 12.30 and 1.30 pm next Monday in Guildhall Yard, EC2. Under the aegis of Jeremy James Taylor's newly formed Children's Music Theatre the show will be in the Edinburgh Festival Fringe from August 15 to 30 together with an earlier production, "The Roman Invasion of Ramsbottom".

Theatre and education

A children's crusade

John Horder on the South Bank

The highlights of the four main performances of last week's "ILEA at the Cottesloe", a PR exercise on a shoestring budget, were from the two schools who had worked with improvisation beforehand: Vauxhall Manor, with their more chaotic (and to my mind more courageous) *Wicked Women*, and Holland Park's more perfectionist and sub-Brechtian, *Regarding the Label; Displaced Person*.

Elyse Dodgson (V.M.'s director) and Tony Fegan (H.P's) are no doubt aware of the late D. W. Winnicott's thesis in *Playing and Reality*, that sufficient space for chaos should be allowed in play, and structure should not be prematurely imposed or for its own sake. In the (Cottesloe) event, V.M. allowed too much chaos at the expense of too little structure, and H.P. vice versa. The balance is difficult to strike even at the best of times. Of the two, V.M.'s error was in the right direction, because it allowed them to plough at an altogether deeper vein.

Wicked Women, with its performances from 30 girls and its only occasionally satisfying musical items, purported to investigate the "European Witch Craze", which spread for three centuries from the fifteenth and killed off several million women. According to Elyse Dodgson, "we decided to focus on the story of two women, both the only surviving female inhabitants of their respective villages (two villages in the Bishopric of Trier in 1585). We then contrasted their tale to the beliefs of the time put forward by the church in the Hammer of Witches of 1484: 'All wickedness is but little to the wickedness of a woman'. Despite the somewhat stilted groupings, many of which were in not very audible pairs, no such clear storyline emerged.

The words "One Living Woman", with which the play began and ended, were intended to guide us through so much darkness. This was mostly unrelieved, apart from a series of jokes about the lengths of men's members, which pleased some of the boys from H.P. When at the end the transition came from the witch archetype (as Jung would have put it) to the Earth Mother, no one seemed prepared for it. It was interesting to have some representation of positive lovable forces for a change, but it needed much more than two or three minutes to be satisfactorily developed.

V.M.'s heart was in the right place. Why, then, if men were meant to be the villains of this particular piece (which we undoubtedly were), were we totally excluded from the events described? Even a cursory reading of Phyllis Chesler's perceptive *About Men* (Women's Press), could not have but shown that men's fears of women for the past six thousand years or so in the West have been largely caused by the unconscious fears of the chaos contained in our own bodies. The point is worth making in the clearest dramatic terms in order that it may be better understood. It is still not too late.

H.P.'s more heavily structured *Regarding the Label: Displaced Person* provided some light relief, based on Brecht's poem "The Children's Crusade". With their highly-polished sequence of revue-like set-pieces on the theme of displaced children during wartime, and performances of the calibre of Cyril Nri's (whose career is assured with NYT if nowhere else in the present economic climate), their aim was entertainment for its own sake. Unfortunately, it penetrated to no great depth. There is point in working *with* chaos during the improvisation work prior to a performance rather than against it. It was to V.M.'s credit that they mostly succeeded in doing this.

SPECIAL RATES FOR SCHOOLS
Clarks
Whirligig Theatre
Britain's national touring children's theatre
NUT CRACKER SWEET
A musical play for children written and directed by David Wood
Week beginning 25 August Croydon—Ashcroft Theatre
1 September Cambridge—Arts Theatre
8 September Newark—Palace Theatre
15 September Peterborough—Key Theatre
22 September Bradford—Alhambra Theatre
29 September to 6 October Dublin—John Player Theatre
13 & 20 October London—Sadler's Wells Theatre
27 October Kirkcaldy—Adam Smith Centre
3 November Glasgow—Theatre Royal
10 November Darlington—Civic Theatre
17 November Bristol—The Bristol Hippodrome
24 November Cardiff—New Theatre
1 December Hull—New Theatre
8 December Stevenage—Gordon Craig Theatre
15 December Oxford—Playhouse
22 December Buxton—Opera House
5 & 12 January Coventry—Arts Centre, University of Warwick
FREE to every child in the audience—a Clarks & WHIRLIGIG THEATRE Nutcracker Sweet activity board and badge. PLUS to schools supporting WHIRLIGIG THEATRE, fully illustrated Nuts of the World Wallchart.
WHIRLIGIG THEATRE is once again presented with the generous assistance of
Clarks The Children's Shoemakers

Listen, look, stop

Should the BBC continue to pour its money into low quality local radio?

Frances Hill reports

As the music dies away, Susie says: "Well, John, it looks as though the Third World War's started in Afghanistan, there's thousands dead, lots of bodies washed down the rivers, I hope this isn't putting people off their bacon and eggs. . . . At least, in this dismal weather we're having over here it's consoling to think, oh well, it's only rain, not nuclear fallout."

This is a little hard on Susie Barnes, co-presenter of Radio London's *Rush Hour* programme (6.30 to 10 am, Mondays to Fridays), but not wholly unfair. Susie presents the pathetic, poignant, sad, tragic and absolutely terrifying with a bright, *insouciant* air, as though she lived in a disembodied world of telex and telephone messages bearing no relation at all to actual human events. Of course, in a sense, she does.

Among her remarks, grim ironies abound: "The English are always unprepared for war", she observed, gaily, after playing a 1938 recording of an air raid practice. This was by way of introduction to a London councillor holding the view that people ought to be putting up nuclear shelters against probable attack. "It's consoling in this cool weather here", she observed, after announcing that 20 had died from heatstroke in Texas.

All this is not meant as a personal attack but as a pointer to Radio London's chief weakness as a station. Presenters and reporters—with exceptions—tend to have a strained, amateurish approach, arising from an apparently self-regarding, insecure sense of themselves and their station. This may be a result, as well as a cause, of minute audience figures. Hallmarks of this amateurish style are glibness and fatuousness, with an accompanying tendency to make silly mistakes. Susie Barnes and John Waite, on "London's brightest breakfast show" crack truly terrible jokes and exchange contrived, pointless banter. (*At least, praise be given, the "naughtiness" and sexism of previous presenters has gone.*) Tony Fish, on *London Live* (1.03 to 4.30 pm, Mondays to Fridays), recently referred to the "much-loved *Moonlight*" with no irony intended. Mike Sparrow, on *Look, Stop, Listen* (5.35 to 7 pm, Mondays to Fridays), called Wordsworth a "Lakeside" poet and Juliet Alexander, on *Black Londoners*, announced that there were to be two matinees, by the Harlem Dance Theatre, one in the afternoon and one in the evening.

Radio London has some worthy aims, placing much emphasis on giving help and advice to its listeners, especially those with minority interests or problems. Its afternoon "advice line" gives confidential assistance on a wide range of subjects. After last year's cuts, when the station lost its late evening and phone-in programmes, it lengthened *Black Londoners*—radio's only daily programme for black people—to an hour. *Look, Stop, Listen* provides an hour and a half of news and comment on local arts and entertainment. The station has time to deal deeply and at length with issues and subjects which other stations skimp or miss altogether.

The results can be impressive. Sarah Dunnant's searching interview on *Look, Stop, Listen* with Margaret Drabble about her new novel showed a close knowledge and a thoughtful, critical appraisal of the novelist's work. *Black Londoners* regularly covers matters of deep concern to black people with a thoroughness unique in the media. But reviews on *Look, Stop, Listen* (such as Mike Gray's on *A Short, Sharp Shock*) can be naive and superficial and interviews on *Black Londoners* (such as Juliet Alexander's with Arthur Mitchell) uncertain and rambling. In other words, even Radio London's best programmes are uneven.

The worst are poor indeed. Somewhere in between comes *London Live* (1.03-4.30), a strange amalgam of bland music, news flashes and occasional general interest items, on topics ranging from gout to cocktails to afternoon tea. The tendency to serve some music with everything, as a filler, is one of the station's drawbacks. It would surely do better to shorten some of its programmes, separating out their disparate elements.

The state of BBC local radio must necessarily be a cause for concern with new cuts coming up. Is it tolerable that five orchestras should be scrapped and other serious threats made to the BBC's primary function of providing high quality radio, when the commercial sector could perhaps offer a local radio service at least as good as the subsidized one?

Capital Radio is in the process of proving that a highly successful pop music station, with an audience of five million a week, can provide caviare too. *Hullabaloo* (4 to 6 pm, Sundays) has been offering excellent "educational" fare, including a series on literature by writers and actors, for some time. A series of five Shaw productions, in Capital playhouse, had just come to an end and more drama is planned. Jane Walmesley's latest "special report", on stress in the capital, produced some new, astonishing findings and, despite fast-paced presentation, probed quite deeply into the problems it dealt with and showed and evoked real concern for the sufferers. Concerts of classical music sometimes sneak into the schedules, if mainly at four in the morning.

One can exaggerate the station's achievements. Not all the Shaw productions scaled the heights. *Major Barbara* was a strangely listless affair, its starry cast unenthused by their parts. James Mason continually slipped into an American accent; Jane Lapotaire sounded, in tone and expression, like Jill Archer. And, of course, pop still rules the airwaves. All the same, Capital is beginning to offer some listening in the evening to rival the BBC channels.

For those who want a staple diet of undemanding talk rather than undemanding music the London Broadcasting Company provides a solid, reliable menu. The professional standard of its news, magazine features, phone-ins and interviews is consistently high. LBC's *AM* (6-10 am, Mondays to Fridays, 7-10 am, Saturdays and Sundays) beats *Rush Hour* hands down. Brian Hayes (10 am-12 noon, Mondays to Fridays) may be a less lovable and inspired phone-in presenter than Radio London's Robbie Vincent (10.03 am-1.03 pm), the star of the station, but Mike Dickin of *Nightline* (9-12 pm, Mondays to Fridays) is the best on the air. From 12 noon to 8 pm *LBC Reports* provides continuous, well-presented news and news features.

LBC may at times seem depressingly steeped in the values and attitudes of advertising, business and banking but it does what it sets out to do commendably well.

Unholiday camps

Phillip Bergson

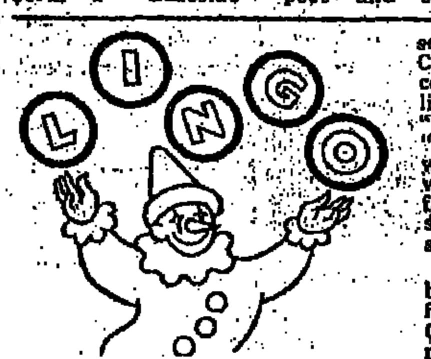
Institute of Fools. By Victor Nekipelov. Edited and translated from the Russian by Marco Carynnyk and Marta Horban.
Gollancz £7.95.

As some of the world's athletes prepare for a frosty march on the ill-starred Moscow Olympics, staggering numbers of Soviet citizens are being put through hoops of a far grimmer kind in the régime's psychiatric hospitals, which seem to have been filled, like holiday camps elsewhere, with troublesome people "gone mad" for the season.

The diet and training are more than Spartan and the feats of endurance the inmates are obliged to undergo little short of Herculean, but the final reward, in many cases, is simply being there—rather than in a more formal prison. For, as Victor Nekipelov relates in his harrowing but reasoned memoir, the *Institute of Fools* is not a clearing-house for the mentally deficient, but clears the streets of the socially undesirable, injecting new insanities into those mad enough to protest at the restrictions and anomalies of the Soviet system. The enforced residents of the Serbsky Institute in central Moscow (which per the Great Soviet Encyclopaedia conducts "forensic-psychiatric assessments of the most complicated cases") are "victims of someone else's will, of circumstances, and, in the final count, of a depraved society and state," as Nekipelov puts it in a rare denunciatory outburst, "victims of an immoral society in which faith has been crushed . . . and everyone steals, informs and lies."

The author is an intellectual, writer and dissident, with a degree in pharmaceutics. Last month, in his early fifties, he was sentenced, for "anti-Soviet agitation and propaganda", to seven years in a labour camp and a further five in internal exile. His vivid and disturbing notes from the Serbsky, which cover his incarceration there in 1974, have been newly edited and translated from the Russian by Marco Carynnyk and Marta Horban, who add chilling appendices relating to his previous trial, and other *samizdat* articles by Nekipelov and his wife. They show a spirit as yet unbroken, and a mind plagued by social and chemical infringements, but still intact and ready to withstand the doctors seeking to certify him as insane. Nekipelov's, unsurprisingly, is the first detailed picture of life in such a hell-hole, but he catalogues the daily humiliations—and occasional flashes of comfort—without bitterness. His fellow-sufferers are shown with warmth, and his persecutors are damned with a sophisticated wit, miraculously preserved.

Nekipelov's own indictable crime seems to have been writing poetry, and, of course, daring to wish his country free and democratic. Condemned for "sluggish schizophrenia" (the book abounds in the non-language typical of the bulkiest officialdom in the world), Nekipelov set to analyzing the hospital *appartchiks*, troops that wage war against their own people. His book is remarkable not just for what it shows, but how it does so: not a chronicle of crime, but sketches of people; not a plea for vengeance, but an appeal to bring to trial the doctors and the system that can so pervert normality, and do so with conscience clear and ever-smiling face.



It's discussion time in the infant school, and I've got my notebook ready. "Today I'd like to discuss something I've heard you saying when you're serving out the dinner." "First the worst. Second the best. Third the hairy princess" replied the children.

"So what I want to discuss is, what's it all about?" Silence. "Who is the hairy princess?" Silence. "Is there any more to it?" "Fourth the dwarf", said Martyn. "No it's not", said Darren. "And fifth the golden eagle", went on Martyn, "and sixth the dirty donkey".

I wrote it all down in my book. "Does it go on any further?" "A bit" said Martyn, "but I've forgotten the rest". "You don't know it right", said Darren. "It's First the worst, Second the best, Third the hairy princess, and *that's all*."

"Well, where does it come from? Is it a story? . . . from television? . . . or a comic?" "We made it up", said Martyn. "*I* made it up", said Darren, "and I taught it to them."

What would the Opies do now? Investigate alternative sources. So I asked my friend Liz, and her four children. "Oh yes" said Cally, "we used to say that when we were little". "It was dreadful", said Liz, "they used to fight to be second." "Second the best", agreed Cally. "And third the fairy princess", said Zöe with a smirk. "I like being the fairy princess". "Not fairy, hairy, Zöe", I explained. "No", said Joe. "You've got it wrong. What we say is, First the worst, Second the best, Third the fairy princess." "And what I say", said Johnny, "is, First the worst for saying it first."

"Look, I want to get to the bottom of this. Where did it come from? Television? . . . A book? . . . Or a comic?" "I learned it from my friend Didi," said Johnny. "He lives in Birmingham", said Liz helpfully. "No" said Zöe, "Johnny learned it from me, I learned it from Cally, and Cally learned it from Joe." "And where did Joe learn it?" "Everyone knows it", said Zöe, losing interest. "First the worst, Second the same, Third the best of all the game", said Cally, trying to be helpful too.

So I went back to class four. "Last night I was talking to some children, right over the other side of town, and they know your rhyme. But the funny thing is, they say *fairy* princess." "Oh no", said Darren, "it's *hairy* princess." "And fourth the dwarf," said Martyn. "But what I don't understand is, how come those children know it, if it was you that made it up, Darren?" "Well", said Darren, "one of the children from *this* school must have told it to one of the children from *their* school." "I think that's very unlikely; and besides, why would they say it differently?" "I know", said Michelle, triumphantly. "Those children made it up, but different, and we just made it up." And that was the end of that discussion. There's more to up-dating the Opies than meets the eye.

Mary Jane Drummond

Oiling the musical works

British Petroleum recently announced its award of four music scholarships to students at the Guildhall School of Music and Drama. This is apparently the first instance of an industrial sponsor offering sustained support for the training of artists and this may point the way towards combatting the highly unsatisfactory operation of l.e.a. discretionary grants to student artists. As John Hosier, Principal of the Guildhall pointed out, awards have not necessarily been given to the most talented students, but to those with good career prospects who would be likely to put the money to good use.

Maria Bovino is a coloratura soprano from Wakefield who is continuing her studies with Johanna Peters, Head of Opera Studies at the Guildhall. Jack Gibbons, an 18-year-old pianist will use the scholarship to finance the first year of his undergraduate course before reverting to his three-year award from Oxford. Baritone Paul Parfitt hopes to benefit from a further year of tuition to consolidate an already growing professional career. Krzysztof Smietana, a 24-year-old violinist from Krakow, Poland, has been accepted on the Advanced Solo Studies Course under Yfrah Neaman. He is already a prizewinner in the 1978 Carl Flesch International Competition and the 1979 Fritz Kreisler Competition.

BP, whose offices are close to the Guildhall, hope to establish longer term links with the School through lunchtime concert activities and promoting staff interest in the School's activities.

Andrew Peggie

Mark Rusher

Not to be missed—Hard Time Pressure *at the Garage, 13 Holbein Place, London SW1* (01-730 5174) *till July 18. A young black playwright and the members of the Avenues Club in North Paddington have put together this play on the "sus" law and the life of black youth which crackles with enthusiasm, verve and vigour! Writing, performance and direction knock spots off professional theatre, thrill the audience and are an inspiration to youth workers.*

The People's Chronology. By James Trager.
Heinemann £12.50.

In a detective novel, the policeman asks one of the suspects what the figures 1840 mean to him. The reply comes immediately: "Whewell published *Philosophy of the Inductive Sciences*; Tchaikovsky was born; Berlioz composed the *Symphonie Funèbre et Triomphante*. I think that's the limit of my knowledge of an unremarkable year."

None of these examples is given in Mr Trager's Chronology. But enough, more than enough, are given which show that 1840 was very far from being "an unremarkable year". This is an unusual compilation, which makes us aware of a wide variety of incidents and achievements, and which gives us more than the bare facts concerning all of them.

Douglas Johnson

Paul Bunyan

Geoffrey Summerfield

Take an "epic" subject (the development of America from the time of the early settlers up to about 1940), spice it with ironies, jokes, tall tales, extravagances, elements of pantomime, and neatly turned rhyme; set it to music, with elements of ballad, folk-song, blues and hymns: if the librettist and composer happen to possess genius, the result will be Paul Bunyan.

Auden's libretto to Britten's opera is, by turns, dazzling, witty, absurd, poignant, boisterous and elegiac. On the surface the action is consistently interesting and eventful, always dramatic; and sporadically Auden's words probe the deeper political and moral dimensions of American history, especially of that history as action, or act. The libretto is a totally characteristic Auden poem, and at the same time a perfectly dramatic vehicle. He never wrote better for the theatre.

Musically, the poem offers one of Britten's most cheerfully and zestfully inventive scores, and it was only the philistinism of the critics at the first performance (Columbia University, New York City, in May 1941) that led Britten to suppress the work for so many years. He took it up again in the mid seventies, made a few revisions, and it was broadcast by the BBC, with a cast of adult singers, in 1976.

The significant feature of the recent York Festival production were manifold: it was the first production using the forces for which the opera was intended ("high school students"); it brought Auden, with a posthumous bang, back to his native city; and it was home-grown—the work of two schools, Archbishop Holgate's and Queen Anne's; and it was a brilliant production. No concessions were made to the fact that these were untrained amateur adolescent singers; their performances had attack, vitality, zest, precision, and an unaffected enthusiasm. It involved about a hundred singers and musicians; the sets and costumes were delectable; Keith Daggett's production was well-nigh flawless; and the musical direction (by Robert Bunting) exactly caught the youthful energy of the work. It made me impatient to see it done again, often, and soon.

So you think small children are the enemy?

Penelope Leach on some recent books about the under-fives and how to grow with them

Children under five continue to produce a market for vast quantities of literature which is usually placed all together on bookshop shelves or split, randomly, between Childcare, Education and Psychology. The mixed bag through which I have munched my way suggests that books concerning children are as various as children themselves and that a different kind of classification is needed if people are to find the books they actually want to read. Titles are of little help; many are misleading. Target audiences are not useful either, as almost every publisher aims for maximum scatter through "parents" to "teachers" to "all those concerned with young families".

One clear-cut category consists of books which are more concerned with parenthood as a socio-political phenomenon than with children themselves. **Nurseries Now**, by Hughes, Mayall, Moss, Perry, Petrie and Pinkerton (Pelican £1.95) uses that term "nurseries" generically to describe "any place where children can spend time outside their own homes with people paid to take care of them". It examines the shortage and the shortcomings of day nurseries and playgroups, nursery schools and childminders, nursery classes and creches; but they are not the central theme of the book which is really about equality for the sexes.

The authors believe that, for many mothers, full time childcare "places excessive demands on them and worsens their already unequal place in society . . .". They paint a realistically grim picture of *depressed* women in impoverished environments, unable to provide either the physical or the emotional facilities children need for proper growth.

Their impassioned plea for freely available nursery care provided by the State is a plea for equality of opportunity in the work-world. If honest bias is a fault, theirs is that they admit no other possible solutions to mothers' problems. They pay lip-service to increased participation by fathers in childcare but they barely touch on extended families or on the self-help and community-based groups which might replace their vital role. They indict society for failing to provide day-care so that mothers can go out to work but not for disregarding the intrinsic values of caring in its blind pursuit of a paid work ethic.

The paid work ethic is to be extended into childcare because the authors believe that while home and mother-based life often restricts childrens' development, a properly structured nursery programme, run by professional educators, can enhance it. Even the youngest children would be better off in professional hands and the arguments for the importance of close, continuous, individual relationships between infants and their caretakers are briskly dismissed, along with any favourable consideration for childminders: ". . . the greatest problem lies in the initial acceptance of the idea that nurseries for under-twos can be a worthwhile proposition of benefit to both mother and child". Within nurseries a carefully thought-out teaching programme should emphasize efforts to counteract the sexist attitudes surrounding the rest of the child's life.

Through interesting descriptions of current experimental schemes a picture of an ideal nursery service begins to emerge and, rather surprisingly after the didactic material of earlier chapters, flexibility and family-centredness are its keynotes. It seems that the authors would like to see nursery centres which provide for the care, play and education of children of all pre-school ages, with or without a parent's presence, with starting ages and hours of attendance fitted both to the child's developmental stage and to the family's work, study or crisis. These places would do, for everyone, everything which the best parent-and-toddler groups, playgroups and nursery schools now do for a few. Existing models are privately financed. As we do not live in utopia but in the straitened eighties the chances of getting them copied by the State seem negligible. It is a pity that the authors are so determined that the service should be provided *by* professional educators *for* families when the realistic way towards the ideal must surely be through parents doing it for themselves and for each other.

Still distanced from children as people, there is a large and varied group of books which treat them as a phenomenon: worthy of study but separate from the rest of us. **The Early Years** by Barbara Lamb (Edward Arnold £1.95) is written for secondary school pupils while **Child Care and Health for Nursery Nurses** by Jean Brain and Molly Martin (Hulton Educational £4.90) is for nursery nurses. They share a heavy instructional emphasis on physical care and a complete absence of feel for the objects cared for.

I find it depressing that adolescents who may (and should) be considering parenthood as part of their own future and students who are considering other peoples' parenthood as their own future career, should be served by such unemotive texts. Preparation for parenthood is increasingly accepted as a necessary part of education but only a brilliant teacher could make the subject worth while through the medium of these books.

The Child from One to Six by Bates, Gillespie, Haines and Ilg (Hamish Hamilton £5.95) is the latest from the Gesell Institute and presents an updated version of his 1928 developmental tests and assessments applied to a new 1970 sample (40 boys and 40 girls) representing the full socio-economic range of the 1960 American census. The behavioural norms are interestingly similar despite a gap of 40-odd years. The book is essential for anyone who conducts or receives developmental assessments on pre-school children since most of those in current use owe much to Gesell's work. But do not be misled by the title into looking for material concerning babies and toddlers, similar to that given in *The First Five Years of Life*. The tests and examinations began when this sample of children were two-and-a-half-years old. I cannot explain the discrepancy because the authors do not do so.

Read your Child's Thoughts: Preschool learning Piaget's way by Mary Sime (Thames and Hudson £4.95) is mainly intended for parents ". . . who have the intellectual development of their pre-school child at heart". Each chapter is maddeningly divided into a developmental "story" followed by material "for the more serious student". Serious students, parents included, will surely wish to read what Piaget himself wrote, but the book nevertheless provides a useful quick trip through some of his ideas, illuminated by excellent photographs of children being obliging enough to validate them.

Babyshock by John Cobb (Hutchinson £5.95) sees children not merely as a phenomenon but as the Enemy. It is a survival guide for mothers, following a question and answer format and set out in two columns with a complex reference system. The author's attempt to deal with *everything* mothers really need to know results in a peculiar hodgepodge ("Can the one-child family present special problems?", "What about secondhand clothes and equipment?") which might be just like life but is not. Apart from a good section on post-natal depression the book is too bitty to read for interest alone and a search for hard information reveals large issues neatly dodged—as in "to work or not to work?" [sic!] or smaller ones misreferenced or missed—as in epidurals for delivery. With all the deference due to his extensive qualifications, I find his assurance that ". . . there is no evidence that drug-assisted deliveries pose more than normal risks for mother and child" very odd, and without deference to his sex, I resent the implication that women should decide whether or not to breast feed their babies on the basis of the idea turning their partners on or off. I think most mothers will survive better without this pretentious book.

The Toddler and the New Baby by Sylvia Close (Routledge and Kegan Paul £2.50) purports to be written on behalf of toddlers as well as their mothers but subtly treats them as the enemy all the same. She has some valid points to make about the handling of this age-group with its often scatty-seeming behaviour and labile emotions, but the "positive guidance" she advocates is not cooperative but manipulative while her version of maternal patience and surety is not loving but acting. "It is never too late to re-educate a small child to behave in a socially acceptable way" she announces and her only acknowledgment of the possibility of failure is with the words "very occasionally a child is so bloody-minded that one cannot get him to do anything at all. Such a child needs specialized treatment from an expert". On that basis most of the toddlers I know would be visiting the invisible figures she calls "paediatric psychologists" at least four times in most weeks.

It was a relief to turn to two books which not only accept children as human beings but consider mutual fun between them and the adult world to be both desirable and possible. **Games Babies Play** by Julie Hagstrom and Joan Morrill (Elm Tree Books £3.95) described itself as "A handbook of games to play with infants". Much of it is self-conscious formalization of what we all do with babies anyway. Stroking a new born baby is irresistible if you have one to hand and it is not really altered by labelling it a "Stimulation game" and calling it "Pat-the-Baby". Some of the suggested suspense/surprise games ("Gotcha!") will frighten some babies while throwing them up in the air ("Flying high") is something many parents do but which a few come to wish they had not. However, there are some useful reminders of rhymes some parents will have forgotten and the book might well be useful to people making contact with the very young for the first time.

Supertot by Jean Marzollo (George Allen and Unwin £5.50) is *not* about genius toddlers but about making every toddler as "super" as he or she is capable of being by providing fun things to do. Set out in strip-cartoon style, it has spreads dealing with all the obvious play-learning activities like language games, music and art activities. It also has spreads which will endear the book to anyone who has to try and keep life at least tolerable for everyone all the time, like "very bad days when you can't get out" and "what to feed your toddler when you can't face cooking". Most parents will find at least a few ideas they had not already thought of and the book would be useful to any well-meaning older brother or sister; newly appointed babysitter; playgroup helper or indeed anyone who has learned about "childcare" from the kind of stilted manual reviewed above.

One really good book can do the work of dozens and Brenda Crowe's **Living with a Toddler** (George Allen and Unwin £5.95) is such a book. It is about the particular phase of life we label "toddler", but as a phase in the business of being a human being and therefore about it in relation to other human beings. If you want the socio-politics of parenthood, they are certainly here.

If you want to observe children as a phenomenon that approach is here too as the book points up the infinite variety of people growing up at different rates in different circumstances. If you are looking for ways of assessing development or for understanding and encouraging its intellectual aspects this book will provide them whether you are a teacher trying to design a group session or a parent trying to think why yesterday was such hell. If you believe that small children are the enemy this book might change your mind.

Can there be such a thing as a book for everyone? Certainly this is a book for that maximum scatter of "all those concerned with young families" because, as Brenda Crowe puts it "at any age what we are is more important than what we know" and whatever the reader is, he or she will know more about that self for having read it.

The answer lies in the vaults

Richard Rathbone on apartheid

The Psychology of Apartheid. By Peter Lambley.
Secker and Warburg £9.75.
436 24905 5
Justice in South Africa. By John Jackson.
Secker and Warburg £7.95.
436 22030 X
Penguin £1.95.

Dr Lambley's is a well-intentioned and passionately written book. He seeks to use his clinical and academic experience as a psychologist in South Africa to help us understand the psychopathology of that country and he does so in a manner reminiscent of those scholars who chose to write on the "Nazi mind" after 1945. Like them he wishes to know how people can be quite so beastly. But his work falls into the same traps that scholars like Theodore Adorno dropped into all those years ago. Those traps are sprung by the asking of the wrong questions. The relevant question is not "how can they do it?", but rather "what circumstances move them, and would move us, to do it?" This is not to deny the psychological dimension. The socialization of a large population into an acceptance of cruelty and indifference either as perpetrators or as victims is important; but ideology and its dissemination are not the *causes* of behaviour but one of the means, and an important one, by which an exploitative society maintains itself.

Failure to keep his eye on this dialectical ball leads Peter Lambley, and in even grosser fashion his foreword writer, Anthony Storr, to single out "the Afrikaner personality" as the *fons et origo* of what is palpably rotten in that state. Reading this book one is left in no doubt that English-speakers there are, if more screwed-up, certainly nicer. Now assumptions about "group" personalities are part and parcel of the worst sorts of South African scholarship and, more worryingly, of its propaganda machine. Blacks are, for example, rightless, poor, hungry, less long-lived and more criminal because they are "different". And difference is, of course, an up-dated and cosmetic version, in that society of "inferiority". Personality and culture are allowed to become causally more significant in this book than the design of the dominant group. And it is the logic of those designs which leads the agencies of the state to shape personality and culture in the particular fashions Lambley so usefully describes. A vision of a dominant collective psychopathology brushing aside reason to pursue perverse ends is a common and dangerous distortion of South African history. South Africa is not a science fiction society, an historical aberration; racism, authoritarianism and the rest are not accidents but intentions. It would be foolish to deny the discrete trajectories of the heart and the head, but the answers as to why that state is as it is are to be more readily discovered in the Reserve Bank's statistics than upon the couch.

While my quarrel with this book is serious, there is much that is useful in it. Chapters five and six are deeply worrying accounts of malpractice in the medical sciences in South Africa from the use of unmodified ECT on blacks, to the unethical and common divulging of clinical records to unauthorized agencies for security purposes. The book also splendidly rebuts those who have tried to present this deeply corrupt and unprincipled society as "puritanical". But the book is, withal, a seriously flawed volume which needs to be handled with care.

John Jackson addresses himself to an equally pervasive belief about South Africa which has about as much scholarly *gravitas* as the Aryan myth, namely that, rough and tough as it may be, it is none the less a state with a singular respect for law. Jackson speaks on that from the inside having been a lawyer in the Eastern Cape for many years with a practice largely devoted to the defence of blacks. He clearly shows through personal reminiscence just how politicised and biased "due process" in that country is. Far from being an impersonal and legalistic machine he shows how brutal it can be. It is, after all, the state in which over half the world's judicial executions take place and in which there is an arrest for every minute of every day for pass-law offences alone. Jackson's story is a terrifying one, but the account is blunted by being really poorly constructed and written. There is no reason why a seasoned trial lawyer should write well or be able to put together a book in logical sequence but Secker employ editors who should have turned a potentially useful book into a good book but instead have left it an apparently unedited shambles.

Endangered

Animals To Save. By Irene R. Anderson.
Animals Of Asia. By Robert W. Burton.
Frederick Warne £2.95 each.

That such a book as *Animals To Save* needs to be written is, in itself, an appalling commentary on man's stewardship of a world in which he is the most intelligent animal. But it is important that the facts are clearly known, especially to the rising generation for whom these books are intended. For this reason alone this book deserves the widest possible distribution. It is sure to attract attention simply as a book about animals for it is an excellent example of what can be achieved in animal illustration without the use of colour photography. Although I fully appreciate the application of colour photography to book illustration and teaching, good drawings of animals (and, although not included in this series, plants) have a charm of their own which no photograph seems to be able to attain. This is equally well demonstrated in *Animals Of Asia*, a continent with an astonishing variety of wild life.

R. C. Vernon

books

Boiled eggs or kippers?

Moira Wilson surveys careers for school-leavers

Which would you prefer—boiled eggs or kippers? Elvis Presley or James Bond? Any doubt and you're probably in the wrong job if we're to believe Your Choice Beyond School by P. March and M. Smith (CRAC £1.25) in which choosing a career is firmly aligned with mastering the art of decision making. If you're still in the dark, a reading of CRAC's recent contribution to the growing spate of Careers booklets for use in schools will soon show you the light. With a few covering tributes to the possible deviations of individualism, Messrs. March and Smith niggle at the school leaver's identity and/or job crises with horoscopes, personality checklists and potted insights into the lifestyles accompanying different jobs. Envigorated by the discovery of your real self, you can then turn back to page 3 and tread the logical steps of the magic flow-chart formula for career decisions (closely paralleled with choosing a holiday). With premises as reductionist as this, it's no wonder that despite statistical expectations of six or seven million to be unemployed in the 1990's, the authors are able to conclude that, "for the majority of boys and girls, leaving school and starting work will be straightforward and enjoyable". Nor should we be surprised that important considerations in making decisions include such gems as, "a lighthouse keeper's family must be prepared to sacrifice a normal pattern of home life".

If only the authors would stick at what they can do well—and the informative chapters on further education courses, advisory agents, application and interview skills *are* good—we could get away from the irrelevance and coyness of instant sociology/psychology — in which CRAC are by no means the only offenders. Heinemann's Contemporary Files 1: The United Kingdom (£2.95), compiled by Rae and Coutts, promise that "a study of these files offers you a full and practical apprenticeship for life", though here, at least, the world that is to be your oyster is closely scrutinized before serving. The social, legal, political and economic structures which help to create and destroy us are described in a comprehensive and lively compilation, with readers constantly required to draw on their own experiences in understanding their society — of which career and life-style choices are, after all, a part.

Contemporary Files provide quite a whiff of fresh air if you have just ploughed through Getting the Job You Want, by Dowding and Boyce (Ward Lock £1.50). Remorselessly crammed with tips on "the projection of yourself as a positive personality", it plunges the job hunter into an employment jungle where the key weapon for survival works along much the same lines as "you're only beautiful if you think you are". Packed with the power of positive thinking it exhausts most aspects of selling your experience, aptitudes and skills, and risks exhausting the reader, too, if used for straight reading rather than just for reference.

For the virtuous, however, a read-through does promise to leave you with the uplifting reassurance, "I have done my homework and I feel terrific". In fact it leaves one thinking that the world's divided into two: those who've got it but don't know how to flaunt it, and those who just haven't got it. How else to account for the reader who, far from "feeling terrific", is still left clutching his rejection slip?

Young People and Unemployment (Institute of Careers Officers £2.00) has some interesting answers to this question. The increasing range of choices in this brave new silicon chip world is weighed against a decline in traditional industries and skills. The equilibrium is seen as being held by unemployment and although 'the majority of young people who are unemployed tend to be at the bottom of the academic scale", there is no examination of the causes behind underachievement. None of this will be news to the sociologist but it's heartening to see that the Institute of Careers Officers is more in tune with the world at large than the self-help policy promoted by most publishers.

They would be well advised to give it a careful reading, along with school-leavers, parents and educationists. Pussy-footed editors with a terror of putting a limb too far left need not fear charges of militancy—careers studies is still seen essentially as about boosting egos. While the booklet assumes that education helps implement an amelioration of society, fundamental social premises are never so much as touched on.

We still face a long trek to a better life so long as confidence, especially for the male, comes with the job, rather than from careers education, as the booklet suggests. Firing reproaches at the number of unemployed who do not do anything positively to counter boredom reaches heights of crassness. It could be you need a change of air if you are having trouble smiling in the dole queue, since coping with unemployment is alleged to be easier for those who "live in seaside towns . . . and can enjoy the facilities provided". It seems there are no issues that cannot be simplified: unemployed extroverts, we are told, may find frustration leads to crime, while introverts sink into gloom and despair. Everything is strangely tinted when you wear these specs, but the peace-loving Rustafarian might not wait for you to take them off when he hears that his religion is just a bolster against "the insecurity of joblessness."

Anyone who has ever trailed gangs of underachieving youths round job centres calling out for qualified, preferably white, middle-class employees, will understand how refreshing it is to come across a book that cuts the cackle and gets on with the action. Stimulated by their teaching experience at FE level, L. Kaye-Besley and D. Byles's book Skills For Life (Stanley Thornes Ltd, £3.50) demystifies a wide range of institutions and transactions confronting the school-leaver. If used by a sensitive teacher this book is perfect for provoking insight through discussion and simulation, as well as equipping students with practical communication skills.

Employment openings in Roman Britain were even worse than today! People by Jack Bainbridge in the Landmarks series (Blackwell £2.25) provides background for middle school project work on local history.

Those who prefer the really straight and narrow way, will find Communication At Work by F. Little (Hodder, £1.95) a competent if rather unimaginative course, reminiscent of the traditional English Grammar. Emphasis is laid on the world of work but the book will also come in handy to anyone not quite sure where to put their full-stops.

Macmillan has published an invaluable series aimed at the mastery of more specific skills, giving step by step guidance to form-filling. Applying for a New Job (35p). And for a bit of relevant fun there's always CRAC's Job Quiz Book (by Tony Crowley (65p), presenting employers' tests with all the lure of a magazine quiz page.

For secondhand insight into what goes on behind the scenes, you couldn't do much better than the Batsford Working In . . . (£4.5 each) series, unless it were possible to graft onto them the photographs of the Wayland publications, A Day In The Life Of . . . (£2.95 each). It's a pity the latter doesn't have a commentary to match the illustrations. Just five minutes in the [illegible]less life of Bob the Vet is enough to make you sick, even if none of his patients are for long. Serious job-hunters ought to stick to CRAC's Job Book 1980 (£8.75). As cumbersome as a telephone directory and much more imposing, once you master the key to its contents it is a mine of information on training schemes, job openings and employment requirements.

But perhaps it's not just the books that are getting heavy. Michael Mason in Creating Your Own Work (Gresham £1.25) takes a look at the alternatives for those seeking release from the false values of a rubbish-tip society. With Khalil Gibran as his guiding light, he polarizes ulcer-chasing businessmen from those who have found lasting fulfilment in self-employment. Anyone can set up as an independent craftsman—if they're armed with enough courage, perseverance and skill—and, hopefully, make less of a mess of it than the couple in *The Good Life* TV series. So far as practical advice and information goes, *Creating Your Own Work* is certainly worth looking at, if you're not put off by the spiritual overtones of the introduction. And if there's a chance you too may succumb to the philosophy, "work is love made visible", then it's surely all been worthwhile. No more hanging around the employment office or scouring the papers for vacancies, indeed, no more books on careers and social and life skills. You have found "the answer to the secret for which others are searching". But a word of warning—be prepared to sacrifice the luxuries of life along with this evil society . . . the enlightened, like the jobless, can't afford too many expenses.

Bedey eyed and Venerable

Philip Sauvain

English Historical Documents Volume 1 c.500-1042. Edited by Dorothy Whitelock,
Eyre Methuen. £40.00 0 413 32490 7.

This handsome volume of nearly 1,000 pages is a new and completely revised edition of a book first published 25 years ago. Professor Whitelock's revision incorporates a number of recent advances and justifies the publisher's claim "indispensable for all those interested in the Anglo Saxons . . . it has achieved an almost biblical status." Letters, documents, poems, charters, extracts from Bede and other writers have been translated into English and classified under sections according to the type of original source involved. Each section is prefaced by a detailed introduction and a select bibliography.

My only regret is that the book's usefulness as a reference source is diminished due to the absence of a detailed index to places and persons mentioned in the text.

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A trapped scorpion

Keith Carter on sociology text-books

Perspectives on Society. Edited by Roland Meighan, Ian Shelton and Tony Marks.
Nelson £2.95. 017 448101.
Patterns of Behaviour. By G. F. Ribbens.
Arnold £5.95. 7131 04120.
Political Sociology. By Tom Bottomore.
Hutchinson £2.95. 09 1389 21 6.

In assessing sociological material, the A level teacher is often caught between how it will be received and used by the student, and its broader theoretical and academic perspectives. On the other hand, trying to unite the pedagogic with the pure academic spectrum has resulted in an ignominious fate for many a manuscript. The three books here represent differing approaches to the presentation of sociology, with differing degrees of usefulness for the A level student and teacher.

Perspectives on Society is by far the most progressive of the titles and reflects the assertion that sociology has "come of age". Much of its material has been written or selected by teachers, and it contains 32 papers which collectively have succeeded in presenting a variety of sociological approaches in terms appropriate for A level students, stressing the interrelatedness of theory and method. By sketching the structural functionalist perspective (an area more than adequately dealt with by British sociology over the years) and then, to an extent, leaving it aside, the authors free themselves to examine many traditional areas of enquiry from a relatively new stance.

However, by offering the other theoretical perspectives of conflict structuralism and symbolic interactionism, a critical examination of functionalism is still achieved, which will obviously complement existing literature on the subject, not to mention going a long way to demystifying the whole epistemological debate for the A level student. The many differing, and often conflicting, sociological paradigms have for years confused and confounded the new student of sociology. Indeed, to the uninitiated sociology, like a trapped scorpion must often have been seen in danger of stinging itself to death. By offering a variety of theoretical perspectives which are then followed through to areas of enquiry such as education, the family, the community, this reader allows the student to comprehend divergent ideological and methodological approaches in a more critical way.

The final section of this book reflects changes i nthe AEB syllabus for A level sociology. The sociologies of knowledge, medicine and gender are not new areas of study, but have been conspicuous by their absence at A level standard. Meighan *et al.* offer the first steps in rectifying this situation. *Patterns of Behaviour* seems more intent on protecting the sensitivity of the reader than stimulating debate.

Much like the Victorians who covered the offensive legs of chairs and tables, Ribbens goes to great lengths not to alienate the student by his choice of terminology. However, the first question one has to ask of any introductory text book is, "does it examine new areas", or "go further" than existing books? Ribbens does use more comparative material than is usual, but, in so doing, generalises the subject to an extent which will hinder rather than help the student. Surprisingly, he thinks it necessary to supplement "manual" and "non-manual" for "working" and "middle class", because the "former terms are more acceptable to the new student".

The criminal man from Lombroso's "L'uomo Delinquente" (1876), reproduced in the second edition of People in Society by P. J. North (Longman £2.50).

Ironically the author's own (false) criticism of Karl Marx is true of *Patterns of Behaviour*, that it is "really stating things in such broad terms that there is bound to be an element of truth in what he is saying".

Political Sociology is a topic-based text which could usefully complement other introductory and multi-perspective books. It offers a committed and critical Marxist perspective on world and present-day political issues, but it is [illegible] suitable for the new student of sociology. Having said that, its greatest value to those studying the subject is its attempt to elucidate the interplay between thought and action in political life.

books

Sugared cardboard

Harry Rée on European Studies

Inside the Common Market Countries. By Nancy Mackinnon.
Cassell, £1.95.
People in Europe. Edited by Liz Osmond.
Allen and Unwin £2.50.
Europe Today. By Esmond Wright and Alasdair Nicolson.
McGraw-Hill £3.50.
The First European Elections. By Chris Cook and Mary Francis.
Macmillan £6.95, £2.95.
The European Parliament. A Guide to Direct Elections. By Robert Jackson and John Fitzmaurice.
Penguin 95p.
Law, Order and Politics in West Germany. By Sebastian Cobler.
Penguin 90p.
Politics in Western Europe. By Gordon Smith.
Heinemann £4.95.
Years of Change: European History 1890-1945. By Robert Wolfson.
Arnold £5.75.

If you've been timetabled to "teach" European Studies to third year drop-outs from French you have to go to pretty desperate lengths to make it interesting for them. In fact if you're going to rely only on a holiday knowledge of Europe and one of half a dozen glossy text books your battle is lost before you begin. Why *do* we do it? Haven't we learned that young adolescents have little or no interest in the politics, civic affairs or constitutional structures even of their own locality, let alone Britain, and it's very likely that most of their parents share their lack of interest.

Textbook writers have learnt that if they are going to try to introduce purely factual studies to young adolescents (and European Studies as presented to young adolescents are purely factual) they have to be sugared, and the sugaring, as in foreign language textbooks, often takes the form of a packaged family made up of painted cardboard figures. Nancy Mackinnon starts her presentation like Angela Brazil: "I think I'm the luckiest girl in the world", remarked Yvonne. "Not everybody gets the chance to work in Brussels."

Yvonne is David's younger sister, and we meet them in "The International Departure Lounge of London's Heath Row Airport". (Golly, how exciting!) David is writing a book about Europe and Yvonne is to be his secretary and (here's a modern touch), his research assistant. Carol's young brother from America has joined them. He helps to redress the sex balance and add a transatlantic flavour to the conversations. The two younger people bombard David, and the natives they meet, with useful questions which invariably produce useful answers: "Didn't Rubens, the painter, live in Antwerp?" asked Ted. "Yes", agreed Lucien, "and today it's the second largest port in Europe".

At the end of each chapter "Things to Do" are suggested. These include: Words to Remember, such as "Eurocrat" and "Prosperity", with some factual questions: "Which countries signed the Treaty of Rome?", and also some questions asking pupils' opinions on massive political topics like atomic warfare or ecology.

People in Europe is rather more demanding, and more successful—written in a style more adult but still simple, with good big photographs and clear diagrams. The family approach is used again so that in France we "Meet the Bertrands" in Niort living a family life whose aspects are listed—a list we go through again with the Schneiders in Mainz and the Garcias in Madrid. In this way a simple comparative study of schooling, leisure, food, earnings and spendings is well and interestingly presented, while each section ends with a personal view of what has happened in the 35 years since the war. A short chapter on the languages of Europe, although on its own quite inadequate, could be used as an introduction to very simple comparative linguistics.

Europe Today is an academic study of the social, political and economic development of the wider Europe of recent years; it seems to be aimed at students in Further Education and three pages of questions taken from the H and O Grades of the Scottish Certificate of Education exams, are included.

The First European Elections is a full study including critical sections on EEC policies especially as they affect the United Kingdom. Penguin's *Guide to Direct Elections* centres on the European Parliament, whose functions, powers and limitations are well described. The other Penguin Special *Law, Order and Politics in West Germany* is a translation from the German of a book published in 1976. It attacks the "political inquisition" set up by the government to defend the state against the Red Brigades and other destructive "groupuscules". There is little doubt that the activities of bombmen and gunmen have caused the law in most Western countries to be strengthened and in some cases over-strengthened to deal with the so-called left. But Herr Cobler does not seem to recognize that this has been brought about by a fundamental distaste for mindless murder, and by a rational recognition that the political aims of the bombers could not be put into effect without establishing a dictatorship far less acceptable than the legal restraints they complain of, and which many more people than they, also regret.

Politics in Western Europe is a full comparative study of the political groups to be found in the liberal democracies of Western Europe, dealing with the balance between executive, local and central government, as well as outlining the conditions necessary for the overthrow of parliamentary democracy, which make somewhat chilling reading today.

The Years of Change is a simple history book covering the years 1890 to 1945. A variety of Discussion Points and Exercises suggests an analytical and even an imaginative approach to history which is welcome, and the documents provided make the picture more real and should add to the reader's willingness to take history seriously. However, except where international affairs of the continental powers impinge on Britain, Mr Wolfson has concentrated on the continent. It would have been interesting to see how our own political or economic history matched or mismatched that of our *other* European neighbours, for Mr Wolfson has dealt with theirs most fully.

Old dog, old tricks

Bernard Crick on politics

The Government of the United Kingdom. By Max Beloff and Gillian Peele
Weidenfeld & Nicolson £12.50, £6.95.

Here is a book curious for its ordinariness. Max Beloff is a thoughtful and lively man. And he is a man of principle. He gave up the most plush and cushy berth in the land, an Oxford chair at All Souls, to become first Principal of the University College at Buckingham. His thoughts and principles are not mine, but they are strong, serious and famous. What will he have to say next, we all ask ourselves?

Then he goes and does something like this. Here is a perfectly ordinary, dull, sensible, reasonably up-to-date on its facts, big thick textbook for sixth formers and first year students. It is the kind of book that Pitmans, Harraps or Macmillans often publish, so here is the added oddity of Lord Weidenfeld buccaneering into the textbook market again.

Perhaps the notoriety of Beloff's name will sell the book and the solid bricklaying job of his collaborator, an Oxford don, will reassure people. Indeed when teachers open it, expecting a polemic against the powers of the state and the growing decadence of our society, and find instead basically the same old stodge of institutional structures (with the slightest dash of politics and social background), they may be so relieved that they will think it better than it is. It is just a text book. If you like that sort of a dog, as Lincoln remarked, a good sort of a dog.

What is wrong with text books? In some subjects they are necessary evils, but in the study of politics they are necessarily misleading. Even in the highly qualified sense of "the Constitution" with which this book conventionally begins, there simply is no British constitution that is not itself a subject of different party interpretations. Both the authors know this. But when such first chapters are titled "The Constitution", rather than "Theories of the Constitution", it is clear that the pass of political thinking has been sold for institutional acceptability.

"The British Constitution" has been largely invented for school text books. Constitutions are a way of dealing with political and social divisions, they arise from these divisions, cannot be understood apart from them and do not stand Whiggishly apart from them and over them. Also the treatment of the machinery of government, while descriptively sound and patiently assembled, fails to ask What is it all for? Does "the Machine" itself think that it is "the State?" the permanent embodiment of policy and nationality while the politicians squabble? Not to raise these questions after Keith Middlemas's *Politics in Industrial Society* (1979) is evasive and absurd.

This unintellectual, cautiously un-political text bookishness is, moreover, unnecessary. Both the Hansard Society and some HMIs still have their heads on their shoulders after arguing that the object of political education should be political competence or political literacy: a realistic and balanced study of issues, seeing how institutions actually work in relation to conflicts.

Such a textbook, even though it is more scholarly and authoritative than many of its previous rivals, is educationally regressive. Intellectually cause and effect are systematically reversed. Just one example: in a paragraph on the increase in crime and violence the authors say that in Northern Ireland "law and order had so broken down by the 1970s that terrorism, sectarian murder and arson had become almost a part of daily life". This implies that somehow a deplorable decline in a general quality called "law and order" took place which enabled terrorism, murder and arson (presumably natural qualities) to flourish. A book less inhibited about the market would have asked why terrorism arose, why it set out deliberately to destroy "law and order" and "rule of law", and how institutions *cope* with such *issues*. But Northern Ireland gets few pages (though most British Government textbooks give it more) compared to the Crichel Down case and the powers of the Ombudsman, beloved of examiners.

Mandates for power

Richard Evans

The Road to the White House. By Stephen J. Wayne.
Macmillan £12.00. 0333 28857 2. £5.95. 0333 28858 0.
The Conservative Party from Heath to Thatcher. By Robert Behrens.
Saxon House £7.50 0566 00268 X.
Politics in Britain. By Peter Bromhead.
Evans 0237 29123 1.
Geography of Elections. By P. J. Taylor and R. J. Johnston.
Penguin Books £2.95 01408 03149.

Professor Wayne's lucidly presented, solidly researched book is, "a readers' basic guide to the strategy and tactics of gaining the American Presidency". In 269 pages, (good value at £5.95 in paper) the book is divided into four parts: the electoral arena, the nomination process, the campaign and the election. This is an ideal book for the student of comparative government in the Sixth Form (most A level students opt for United States politics with the Presidency as a large component) because unlike many books by American political scientists for the United States market, the book is free of tiresome jargon, is eminently readable and supported by helpful diagrams and [illegible].

Many changes have taken place in campaigning for the Presidency and Professor Wayne covers topics essential for students to grasp, such as recent changes in campaign finance laws, political advertising, the influence of television, new party rules, and the tension between the President's electoral and governing coalitions. For example, he explains with clarity the plethora of avenues of pre-convention campaign strategy and includes a fascinating seven-part plan of Carter's original campaign for the nomination in 1976 (which he will undoubtedly repeat after the Democratic Convention, barring mishaps!).

Essentially a handbook on the art and science of Presidential electoral politics this book gives the British reader a glimpse behind the scenes. A small but vital part that Wayne underestimates is the role of wives and families. As a press reporter at the 1976 Republican Party Convention, I shall never forget the rivalry between Betty Ford and Nancy Reagan, vying with each other across the huge expanse of the Convention arena, being cheered on by their supporters. Until the real candidates appeared they *were* the candidates. This book is a rare one that lives up to its publishers blurb: a unique and indispensable work on the subject.

The problem with Robert Behrens's attempt, "to make sense of the policy debates and personality clashes which occurred over five long and fretful years", in *The Conservative Party from Heath to Thatcher* is that his style of writing is somewhat laboured. This obscures some sharp analysis that he makes throughout his study, which makes use of interviews with Conservative politicians and officials. His declared thesis is that the Conservative Party is divided into the "Diehards" (Thatcherites) and the "Ditchers" (Wets). Unfortunately on page 7 he says that these are "blanket and artificial terms covering a wide variety of policy views". Behrens overstates the factionalism within the Tory Party and, on present showing, the supposed monolithic loyalty of backbench Tory MPs. There is a tendency for many commentators to present Mrs Thatcher as a conviction politician—again a theme of the book. If Mrs Thatcher should turn out to be more of an opportunist, then the book would need re-thinking.

In spite of these misgivings the book is a valuable history of the Tory Party from 1965 until the 1979 General Election. Students sitting a British politics option would be wise to understand the argument on Industrial Relations as it dominates political life.

Professor Bromhead's short book is refreshing stuff. Ideal as a set book for 4 and 5 year "O" level/CSE students, it is a racy introduction to all aspects of British Government. It takes an imaginary aspiring politician John Raven, and follows him through his time as a candidate and as newly elected MP. Yes, this format has been done before, but I don't know of another book that so well describes the excitement and tension of pursuing a parliamentary nomination in a manner realistic, simply written and up-to-date. An early chapter on "A walk round political London" sets the scene well and there is useful advice on booking tickets for Parliament. Technical items are asterisked and definitions helpfully glossed.

The Geography of Elections claims to be an invaluable reference book for "all politicians, broadcasters—and voters". It looks at the complex relationships between society, geography and electoral systems—useful for comparative government and with Blondel and Butler and Stokes. However, it is a great pity that Penguin did not publish it in dictionary form, or at least divide it into main sections rather like an extended glossary, since it is not easy to find sections quickly. Nevertheless, for £2.95 a school library could afford it.

Paperbacks

The moonlit door

The Traveller Hears the Strange Machine. By Derek Stanford.
Sidgwick and Jackson £3.00. 0 283 9859 5.
Exactions. By C. H. Sisson.
Carcanet Press £2.95, 85635 332 9.
The Island Normal. By Brian Jones.
Carcanet Press £2.95. 85635 340 X.
The Waste Land. By T. S. Eliot, edited by Valerie Eliot.
Faber Paperbacks £5.95. 571 11503 9.
The Oxford Book of English Verse. Edited by Sir Arthur Quiller-Couch.
Panther £3.50. 586 04660 7.

Not many English poets are able to enjoy many aspects of our Machine Age lives, as the first three books in different ways demonstrate. Derek Stanford is to some extent an exception to this rule. His is a Romantic method associated with the nineteen-forties: instead of denying life's chaos or trying neurotically to tidy it away out of sight, he manages to incorporate it into the strange world of his imagination.

At the beginning of "Breakfast with Baudelaire", "Heavy with Mogadon,/he woke at ten o'clock;/ morose, but with one wish:/ the sole respite of work./ From yapping trivia/and days exacting chores,/he sought the solace of/ some perfected words." The ever-increasing sordidities of life in Machine Age England are implicit not very far beneath the surface of these lines. Nevertheless, Mr Stanford, whose enjoyment of "the solace of/some few perfected words" is genuine, manages to transcend some of life's chaos and to some extent to enjoy it.

C. H. Sisson, whose *Exactions* follows in hot pursuit of *In The Trojan Ditch*, his Collected Poems issued in paperback for the first time last year, provides a more vexed instance of the poet's enjoyment of self. Sisson's business in both books is a painstaking confrontation with whether that self actually transcends life's essential nothingness or not. In his long poem "The Discarnation", with its debt to Donne, he provides us with a scintillating exploration of the mind/body split.

In *Exactions* actual enjoyment of God, life or a self that exists eternally in life or after death, still seems to elude him. Maybe all these things are too much to expect from any English poet at the present time. Maybe Mr Sisson's technical expertise, which is of a high order, ends up by being as much of vice as a virtue. Brian Jones, whose *The Island Normal* is his seventh anthology, is even more of a perfectionist than Sisson, and seems to enjoy himself less. The most tiresome thing is that there are any number of highly accomplished poems here, as in all his six other books. The title poem and "In Memory: E.S." are both wrought out of real love for their subjects, as are others.

Lastly, Valerie Eliot's fastidious edition of a facsimile and transcript of the original drafts of *The Waste Land* will no doubt provide many people with much enjoyment. The same can be said of the paperback edition of *The Oxford Book of English Verse (1250-1918)*, edited by Sir Arthur Quiller-Couch and still a favourite. It has many more flaws to it than Helen Gardner's more perfectionist *The New Oxford Book of English Verse* (1250-1950) only available in hardback. And that, maybe, is the point.

John Horder

books

The politics of merit

Andrew Huxley

Judging Justice—an introduction to contemporary political philosophy. By Philip Pettit.
Routledge and Kegan Paul £5.50. 7100 0563 6.

Ideas and Ideologies. Series editor Eugene Kamenka.
Human Rights.
Arnold £2.95. 7131 612 13.
Intellectuals and Revolution.
Arnold £4.25. 7131 617 28.
Justice.
Arnold £4.50. 7131 617 87.
Bureaucracy.
Arnold £3.25. 7131 617 44.

"A spectre haunts the industrialized word—the spectre of egalitarianism." This diagnosis comes from Ferenc Feher and Agnes Heller, two members of Lukács's Budapest school who are now living and teaching in Australia, and it opens their contribution to *Justice*. To rephrase their argument in the terminology used by Professor Passmore in the same volume, unequal treatment is only justified if society regards certain people as having "merit".

The burst of liberal legislation in the sixties attempted to remove merit from being white male or heterosexual. The logic of the welfare state, which treats being poor as a merit, is now extended on a global, inter-hemisphere, scale by the Brandt Commission. The growing realization that resources are finite, and that we have a responsibility to future generations, involves abolishing the merit of being alive now.

The full implementation of this new equality programme—wages for housework, massive aid to the southern hemisphere, a significant drop in the exploitation of natural resources—would utterly change western society. How are our political philosophers, traditionally concerned with finding an ideal model of justice free from historical and national constraints, dealing with this egalitarian threat to the status quo?

If we exercise the "spectre" of equality, if we leave Dame Justice her blindfold but take away her scales, then we reduce her to the status of Dame Fortune: she presides over the merely random. If we keep the notion of equality, but wish to use it to justify, more or less, our contemporary national legal systems, we must somehow restrict the role that untrammelled equality has to play in a system of justice.

Professor Pettit's *Judging Justice* is an excellently lucid account of the three theories dominating western discussion of the problem: utilitarianism, in its post-Pareto and Ramsey guise; Nozick's free market economy model (which, by way of the American New Right, we might yet see put into operation on Espiritu Sancto); and Rawls's Theory of Justice, which has dominated academic discussion in the past 10 years.

Both Nozick and Rawls appeal to a pre-social contract, pre-legal state of nature. But while Nozick believes in natural rights and imagines his minimal state as emerging automatically through pressure of rational self interests, Rawls would have us hypothesize an active choice of legal system—a choice taking place behind a veil of ignorance as to who, in the new social order, would be top dog; a social gamble rather than a social contract.

Pettit marshals his criticisms of these theories under the three heads of their basic criteria of justice, the logical process by which they arrive at a social code, and the intuitive value of their end product—the recommended social code itself. He adds a very useful section defending the central notion of individualism against attacks from the Marxist tradition (as exemplified in Professor Lang's Contribution to Justice) and the Durkheimian critique. He does not choose between Rawls and utilitarianism, but he has enough honest doubt as to the validity of the whole enterprise to confess to a lingering respect for Habermas's uncertainty principle of justice—that only when we have ideal conditions of debate and negotiation will we know what justice is.

The *Ideas and Ideology* series emanate from the Institute of Advanced Studies at the Australian National University.

Intellectuals and Revolution looks to the effect on Marxist thought of the events of 1848. *Bureaucracy* traces the development of a new political concept from Marx through Weber to Trotsky and Djilos. *Human Rights* and *Justice* cover the same issues as Pettit does, but from an Australian point of view.

Butter mountains

Howard Sergeant

The Organisation in its Environment: Vol. 1 By Tony Shafto and John Old.
Pitman. £2.95
Public Administration: An Introduction. By Stuart MacRae and Douglas Pitt.
Pitman. £4.50
Accounting: An Insight. By John Eve and Geoffrey Forth.
Pitman. £2.75

The Organization in its Environment: Volume 1 is designed to meet the requirements of the Business Education Council's Core Modules 3 and 4, though like all the volumes under review, it will prove useful to students taking courses other than those specified. The publishers announce on the jacket that some of the more important legal and economic issues and the relationships between government and business are to be developed in greater depth in Volume 2; and it is to be hoped that this applies to the subject of trade unions, allowed but a single sentence in Volume 1. The text is well-written and organized in an attractive manner, with bold sub-headings and explanatory charts and diagrams. It begins with the environment, considering the structure of the British economy, the effects of changing population, demand and supply, and national and international markets, before concentrating upon the types of business organization, resources and activities. The section on the Common Agricultural Policy of the EEC, with its "wine lakes" and "butter mountains", is particularly informative. There are sufficient questions and graded assessments to test the students' progress.

Public Administration: an Introduction, dealing with the public sector and intended for students following BEC Module in Public Administration or reading for the Diploma in Public Administration, is an even more satisfactory volume, both in approach and presentation, with a whole range of effective illustrations. Aware of the need to maintain a proper balance between key issues without overloading an introductory text, the authors have succeeded in their objective of showing how Britain is governed in the 1980s, and provide suggestions for further study at the end of each chapter. The radical changes in central and local government in the sixties and seventies certainly justify this new text, but if change is a major theme of the book, there is also an insistence upon the constant element peculiar to British public administration. The paradox is seen again in the growing demand for devolution at a time when more and more decisions affecting our daily lives are being made in Europe.

As accounting is a subject which demands extensive practice, it is somewhat surprising that though the textbook on accounting incorporates exercises for students, it fails to provide solutions. It adopts the modern balance sheet approach. *Accounting: an Insight*, planned to meet the objectives of BEC OND/C Accounting 2 courses, has a valuable chapter on the application of VAT, but if strong on concepts and decision-making, is rather superficial on cost and financial accounts.

Getting to know you

Sarah Mer

Assignments in Communication. By J. F. Purkis.
Longman Secretarial Series £2.95. 0582 41189 0.

Communication is an established feature of business: to be good at it represents a means to effective and efficient management. The art of communication is not always easily acquired, so development of its skills should be essential in training.

Part 1 of J. F. Purkis's clear and concise text, headed "Business Communication", instructs in internal and external communications—memos, notices, memoranda and letters, telegrams, telex, reports. "Understanding Others" (Part 2) begins with a few hints on listening and reading and goes on to deal with recording, reporting, summarizing speeches, taking minutes, charts and diagrams, forms and questionnaires.

Mr Purkis covers procedures of office routine thoroughly. Each is meticulously itemized, accompanied by examples and explanations, preparing the student for the assignments which comprise Part 3. These are varied, imaginative and comprehensive scenarios in which the student is to compile a file of correspondence for each stage of the particular process, thus building up a pattern. The depth and scope of information in *Assignments in Communication* are excellent; perhaps, however, the courtesy of apologies and an attendance register for taking minutes could have been mentioned, and the sample letters shown more warmth and finesse. Curiously, there was no mention of the telephone as a method of communication although the reputation of an office can stand or fall on a telephone call!

Carbolic Smoke Ball

Law and The Individual. By T. A. Cole.
Cassells £2.50. 304 3033 21
Legally Yours—Law and the Individual. By J. Elliott Montague.
McGraw-Hill. 07 084 613 8

Both of these books are designed for the Law and the Individual option module of the Business Education Council general level course, but they take rather different approaches. Cole's text is presented as a junior version of a grown-up legal textbook: each page is divided into headings and sub-headings, and a smattering of real cases is cited. Montague, on the other hand, goes to great lengths to provide a readable text and to win over students new to law, though perhaps occasionally at the risk of talking down to them.

Montague cites no cases, and is not afraid to enliven the pages with illustrations. Her treatment of offer and acceptance by way of commentary on five cartoons is particularly valuable in bringing home the all-pervasive reality of the subject: if law can be taught in strip-cartoon form, this is the way to do it. Under the same rubric I was delighted to see her reproduction of the original advertisement in the Carlill v Carbolic Smoke Ball case: something I hadn't seen before in 15 years of learning and teaching the subject. Her hero, Lennie Legal (a direct alliterative descendant of Aulus Agerius in Gaius' Institutes?), appears passim doing such student orientated legal acts as applying for jobs, selling a motor-bike and kicking the cat.

The difference in approach can best be shown in the respective sections on employment law. Montague gives a page of "milestones in Trade Union history", figures on the percentage of women in high-status jobs (to illustrate the ineffectiveness so far of the Sex Discrimination Act) and two pages of a draft employment contract. Cole gives us three cases to illustrate the development of tests distinguishing employment from self-employment and devotes two pages to a précis of the 1978 Unfair Dismissal Act. On the one hand a linking of the subject-matter to sociology and history, on the other hand a concentration on putting across the maximum amount of purely legal information.

A student of the General Level course should insist on using Montague's book, but would be well advised to have Cole's book on hand at revision time.

Andrew Huxley

Children's literature

Pleasantly rife

Audrey Laski

Bright ideas, like patriotism, are not enough. It must have seemed a brilliant notion to write a branching Western, where the foot of each page presents the reader with a choice, sending him off on one or another route, but the writing of Deadwood City (Edward Packard, Granada 70p) is so inert and the outcomes so uninteresting that the journey hardly seems worth the effort. A Skeleton in the Cupboard (Nicholas Tucker, I ill. Jacqueline Atkinson, Puffin 75p) is another bright idea which doesn't work quite as it might, but giving the literal meanings of metaphoric idioms while illustrating their apparent ones is fun and might enhance some youngsters' language development.

Books which are fun and educational in more or less equal parts are pleasantly rife. The Motorbike Quiz (Peter Watson, Beaver 60p), with its emphasis on safety as well as speed, can only do good; Beaver also have a Travel Quiz (John Merriam 65p) and Granada a Dragon Movie Quiz (Posy Pickard 75p) to encourage the gathering and organization of knowledge. Knowing facts is a minor, though useful matter; being able to organize ideas is a far more important one; More Brain-ticklers (Charles Booth-Jones, Beaver 55p) is a set of dazzlingly stimulating puzzles for older juniors and young secondary minds, and Puma Puzzles (Michael Holt, I ill. Peter Edwardes Puffin 95p) an equally good collection for much younger ones.

Such books fill hours of holiday time profitably. So do those which help the reader to make things worth having. Both Things to Make with Everyday Objects (Kevin Goldstein-Jackson, Granada 65p) and Make Your Own Toys and Games (Hal Danby, Armada 75p) give clear instructions and the things one can make with their help are likely to have a life beyond the pleasure of the making. But the prime purpose of children's paperback books remains the telling of stories, including those which, traditionally, at least, were originally told aloud. Amabel Williams-Ellis has retold a number of familiar and unfamiliar tales from The Arabian Nights, with attractive illustrations by Paula-Diana Brynes (Carousel vols. I and II 65p each); they still come up as fresh and fascinating as when Shahrazed saved her life with them. Cass the Brave (Griselda Gifford, Puffin 80p) is not about a heroine with her courage, but an over-imaginative, desperately self-maintaining girl who finds her family's move hard to bear and puts all her anxiety into a conviction that she has doomed herself by picking a fatal elm-leaf: a warm and supportive story. From Australia comes a wild adventure, a fairly unlikely tale of how two brave boys repeatedly foil a bullion gang: The Unwilling Adventurers (Paul Buddee, illustrated Gareth Floyd, Beaver 70p) may be implausible, but who could fail to respond to a book which begins 'You wouldn't think that a kid like me . . . would have a mate with a real bullet hole in him, would you?'

Standard animal books go on and on. Black Nightshade (Josephine Pullein-Thompson, Knight 75p) is another biography of a member of the Black Beauty studline; eighteenth century, this time, a sort of horsey Moll Flanders—the Pullein-Thompsons have caught the costive tone of their great original all too well. A more stirring read is The Black Stallion (Walter Farley, Knight 80p), first in a popular line of "macho" horse books and now a well-reputed children's film. As for Puppy Summer (Meindert de Jong, Knight 75p) and Henry and Ribsy (Beverley Cleary, Lions 85p), they will be liked by children who like dogs, but neither is among the best of its author's output.

A bridge between books where animals live subject to man and those where they are fancied to have a completely independent and man-like social system is Willie the Squouse (Puffin 70p) a hilarious piece of nonsense which is deeply serious about the symbolic and real power of money. Quentin Blake's illustrations perfectly complement Tod Allan's text, but someone should have spotted the misprint on the first page. The Runaway Nest (Linda Allen, Abelard Grasshopper 70p), while less distinguished, is an engaging tale about birds' housing problems. The use of animals to make real problems accessible to young children goes on; Patrick, in Patrick Comes to Puttyville (Geoffrey Hayes, Knight 70p) is a pig; but he is also, more crucially, a child whose father has gone off and deserted his mother and himself, and the story helpfully explores his sense of loss and anxiety as well as the fun of settling into a new home.

So to the books for older readers who are expected to confront life problems without the mediation of fantasy. They are asked to identify with David, brought up from infancy in a concentration camp and to feel the strangeness of being out in a totally unfamiliar world, on the run, tasting freedom and seeking identity I am David by Anne Holm (translated L. W. Kingland, Magnet 65p). Or with Meg, watching her attractive older sister sicken and change over one long vacation, fatally stricken with leukemia; there are horrific moments in this book, such as one when the heroine awakens to find her sister's face smothered in blood, but the ending has the resolution and acceptance which in a Victorian novel would have come through religious faith and now is achieved by a kind of tuning-in process (A Summer to Die by Lois Lowry, Granada Dragon 75p). The process of identification may involve thinking oneself back into the past to experience the pain of a black girl beginning to grow up in the South in the twenties and to understand for the first time the realities of racial discrimination and the terror of the Klan (Roll of Thunder Hear My Cry by Mildred D. Taylor, Puffin 95p) or to share the experiences of a whole family, but especially the adolescent son, in one of the "Baedeker" raids of the Second World War (The Exeter Blitz by David Rees, Granada Dragon 75p).

Both these books are remarkably good at constructing the reality of time, place and atmosphere, the sense, of how, in times of crisis, ordinary life reasserts itself, and how painfully one can be surprised by the loss of people one had thought were detestable.

Finally, two varieties of science fiction. Space Two (editor Richard Davis, Beaver 85p) is a decent collection of short stories, the mode in which science fiction is most at home, for older readers. For younger ones, there's a romp by Terry Nation, Rebecca's World (illustrator Larry Learmonth, Beaver, 70p) in which an Alice-like heroine travels to a distant planet and rescues its people from the hideous visitants who torment them and the exploiter who takes advantage of them. It's full of the kind of broad jokes nine-year-olds love and its illustrations are brilliant.

resources

Activities for keeping up appearances?

Some work books would make a good bonfire, says BETTY ROOT. Used discriminately, however, the better ones have a place

A group of young children were busy completing exercises in a widely-used series of work books. A visitor to the classroom asked one of them: "Why are you doing this?" The answer came without hesitation: "Because it's Thursday": a sad reflection on this apparently relentless effort to keep children busy whatever the outcome. There must be many children in our schools who feel the same way. Work books present to them tasks that have to be completed in order to please the teacher. Nothing more.

It could be argued that the indiscriminate use of work books mitigates against the value of their contents. Books of this nature are frequently used to create a busy, purposeful atmosphere. They satisfy those who constantly require tangible outcomes, whatever the quality and whatever it means in terms of experience for the child.

Close scrutiny of more than 108 series and 450 books indicate that few could be judged to provide any meaningful activities. Many rely heavily on literal comprehension questions, which, if the child has a reasonable command of sentence structure, can be answered correctly with little or no understanding of what the text actually says. Only in more recent publications is it acknowledged that developing children's reading sensitively requires help in prediction, inference and, most important of all, reflection. Work books rarely provide opportunities for sustained reading.

For this reason some of the more acceptable work books or cards come as part of a total reading programme and are not just a series of isolated exercises based on brief incomplete passages of prose. Sheila McCullagh, for example, has produced work books with imaginative skill. Consolidation and reinforcement of the earlier books to *1, 2, 3 and Away!* is contained in cards of "Questions to Think About" and "Questions to Write About". Brevity has also been carefully considered, for any excess of follow-up work, can so easily destroy the initial pleasure of reading the story.

By tradition, many work books are expendable. In the past schools have been able to replace stocks each year. This extravagance is no longer tolerable. To the dismay of the publishing companies, children are now required to copy from the book. However, it seldom takes children more than five seconds to think out the answer and 55 seconds to write it all down, and sessions of this nature are very boring.

Recently work books are being replaced by spirit duplicating masters, which does involve time and paper, but is a more flexible system. Teachers can use the single sheets selectively and not assume that all children need every one in the series. Less organized teachers find SDM's irksome while others suggest that loose sheets of paper are unsatisfactory since there is no build up to completing a book.

No one can under-estimate the challenge teachers face in creating a constant flow of learning experiences relevant to children's own particular needs. In one year 1,000 hours has to be accounted for. Perhaps work books, carefully selected, used to create discussion and develop ideas, should retain a place in the day-to-day work of our schools. Others would make a good bonfire.

These are some recently published work books and spelling books, including SDM's. This is not intended as a recommended list but as a guideline for teachers:

All Round English
Ridout & Holt
Longman
A series of four basic books with five expendable work books. It includes English work on sentence construction, definitions, researching information. This series has been found to provide stimulating work and provoke enthusiastic responses from children.

Bangers and Mash Work Books
Groves and Bromley
Longman
Three lively expendable work books which extend 14 popular reading books.

Crown Phonic Work Books
Rogerson & Williams
Wheaton
Four expendable work books associated with the first six books of the new Crown Scheme. Most of the work is unimaginative and undemanding. Almost all of it would involve adult supervision. On many pages there are lists of words with the instruction: "Here are some words for you to read." Not a very purposeful activity.

Directions
Cooper
Oliver & Boyd
Three non-expendable books for primary and middle schools. Some original varied work covering skimming; cause and effect; reading for main ideas, fact and opinion. Definitely superior to many other series.

English for Primary Schools
Cleveland
Nelson
Six books for six to 12-year-olds. Attractive layout and a good variety of tasks.

English for the Middle Years
Sanders
Blackie
Five non-expendable books which are somewhat unattractive in appearance. The tasks are well laid out and the directions clear. However, the level of questions is uneven and teachers need to study the work carefully.

English 7-12
Hughes and Josephs
Collins
Five colourful and stimulating books covering a wide range of basic English skills. These books are adventurous and challenging.

English Work Books
Lane and Kemp
Ward Lock
These authors realistically state that "there are times when teachers need to be free and that these two books will keep large numbers of children happily occupied". Such honesty is appreciated. In reality the tasks in these books are acceptable but the layout of the pages is very condensed.

First Steps to Language
Gregory
Nelson
Five non-expendable, black and white books.
These books are unevenly graded, so teachers need to be familiar with them in order to prepare the children for the work. Like many books of this nature children can correctly complete some of the exercises with no understanding.

Handwriting Activities
Barnard
Ward Lock
Two excellent books but expensive if used by individual children.

Key Phonics
Doncaster & Sweeney
Collins
Four expendable workbooks full of futile tasks. The authors obviously do not consider that there is any relationship between phonics and spelling.

Learn How to Spell
Jamieson
Ward Lock
Two expendable workbooks containing well-planned activities and frequent checks for reinforcement.

Nelson Grammar
Ballance
Nelson
Four non-expendable books covering the conventions of English for children from seven to 12. Uninspired.

One, Two Three and Away. Work Books and Cards
McCullagh
Hart Davis
Work books and question cards both extend and consolidate the books in this well-liked reading scheme. A balanced mixture planned to encourage children to think and reflect.

Oxford Junior English
Gregory
OUP
Five non-expendable books with more to be published. Although

continued on page 30

CAN YOUR KIDS DESIGN A WHEELCHAIR THAT CAN CLIMB STAIRS?

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____
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Teacher in Charge: ____________________
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Challenge to Youth
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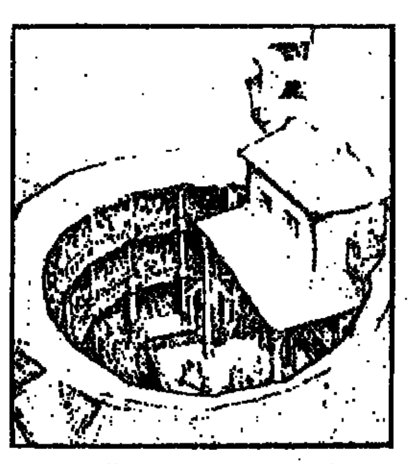
Tudor lifestyles

by David Birt



The World of the Early Tudors
The World of the Elizabethans (1)
The World of the Elizabethans (2)
Edited by M. Reeves
Then and There filmstrips
Longman/Common Ground
Longman Group Ltd, Burnt Mill, Harlow, Essex.
Each filmstrip plus notes: £4.35

In 1564, an astute Dutchwoman brought to England the secret of making starch. For lessons in her method she charged £5—a sum equal to a clothworker's annual wages, or the cost of 100 hand-made shirts with lace collars. And lace was what it was all about: starch made possible the riot of extravagant ruffs which became the hallmark of later Tudor times. As for bleaching powder, none was needed: the ruffs were laid out on grass or hedgerow after washing, and left to bleach naturally in the sunlight.

The notes to the *World of the Tudors* filmstrips abound in such practical details which encourage pupils to explore the period in a realistic way, and also prompt them to contrast the Tudor age with the present. A "copper" over a wood fire plus the use of plain soap may have advantages over modern detergents, conditioners and washing-machines.

This approach exploits the unique strengths of filmstrips as an educational medium. Large, high-definition colour images are used as an attractive springboard for mental exploration and reflective thinking. Even when the teacher elects to read the frame notes aloud, there are usually one or two questions in the text, designed to nudge the pupils towards thoughtful responses. These supplement the spontaneous questions which arise among most ability ranges as a result of the careful sequencing of the pictures. Above all, the teacher is fully in control of the medium, and is able to orchestrate the showing according to the specific needs and interests of pupils—lingering on frames of particular relevance, and passing more quickly over others. The frame notes vary considerably in length, hinting to the *tyro* that such variations are to be encouraged.

The flexibility inherent in the filmstrip and its stimulation of continuous interaction between teacher and pupils stands in vivid contrast to the classroom use of film or television. In both these cases, the teacher is forced to let the medium take over. There is no possibility of the planned intervention which Jerome Bruner pinpoints as being decisive to the educational process. Indeed in the case of television, the low-definition image and lack of hierarchical order encourages the intellectual passivity recently condemned by Neil Postman.

The re-issue of *The World of the Tudors* is welcome. The publishers have made only minor changes. On the filmstrips they have brought up the reds and yellows, giving the pictures a warmer quality, especially where brickwork is featured. The notes have been split into three, so that the filmstrips can be purchased individually—a considerable advantage in these cut-stricken times. Lastly, the price has marginally decreased in real terms, making the material an even better bargain than it was in 1977.

The section headings of *The World of the Tudors* indicate what the teacher gets for his money. The first filmstrip takes in: Tudor London, houses, shops and townspeople at work; Henry VIII and Edward VI; tournaments and armour; and the Reformation and learning—32 frames in all.

Next *The World of the Elizabethans (1)* offers an in-depth examination of two topics: country life and work; and Elizabeth I and her court. The frames for the first topic cover: Compton Wynyates; a farmer's wife; ploughing, sowing and harrowing; harvesting corn; shepherds; winter occupations; laundering ruffs; women washing; riding; and travelling by coach. The 20 further frames of Gloriana's court and courtiers are equally wide-ranging.

The final filmstrip's topics are: Elizabethan mansions; feasts and cooking; house interiors, furniture and gardens; Shakespeare and the theatre; festivities, music and dancing; sports; children; and seamen and ships.

Inevitably, there are some serious omissions. The material aims to draw attention to political events such as the Marian persecutions and the imprisonment of Mary, Queen of Scots—so it is surprising to find no mention of the two great Secretaries of State who dominated the political life of the second half of the century, Sir Francis Walsingham and Sir William Cecil.

On a practical level, there is an obvious need for a numbered series of questions on the frames, useful both for encouraging greater class participation and as a basis for follow-up work.

But these are minor criticisms of a proven and successful venture which will be of value for many years to come.

In shape

by Andrew Rothery

Tangrams ABC Kit
Susan Johnstone
Dover Publications, Tiptree Book Services Ltd, Church Road, Tiptree, Colchester
£1.35.

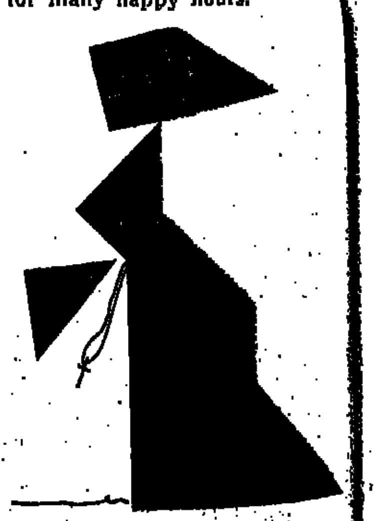
Tangrams ABC Kit is the latest of a number of Tangrams books from Dover. The book comes with two sets of Tangram pieces so you can set to work straight away and have a spare set ready if a friend arrives, or if you lose any bits. The pieces are made of strong cardboard.

A Tangram puzzle uses seven geometrical pieces. There are two big triangles, two small triangles, one medium-sized triangle, a parallelogram and a square. They can be arranged to form a large square. The object of the puzzle is to arrange the pieces to form a given shape. The given shapes are usually silhouettes of people, animals or objects.

In *Tangrams ABC Kit*, the silhouettes are grouped according to letters of the alphabet and the puzzle enthusiast can roam freely through the pages, looking out for challenging shapes.

For teachers interested in using the material in school, the educational value is enormous for younger pupils. The use of geometrical shapes helps develop a thorough knowledge of the properties of a wide variety of figures and doing the puzzle stimulates pupils into forming various perceptions of geometrical outlines. Furthermore, the fact that the silhouettes are a fairly abstract version of the object they are meant to be helps pupils who are still learning visualization and representation in their own drawings.

Over and above their educational value, Tangram puzzles are a fascinating and habit-forming activity for anyone aged seven and upwards. Susan Johnstone's 12 puzzles will keep addicts engrossed for many happy hours.



A nun

Work books

Continued from previous page

relatively new these books look outdated in appearance and content.

Passwords
Rose & Young
Oliver & Boyd
Six colourful and stimulating non-expendable books with an excellent teachers guide. These books contain imaginative resources for spoken and written language.

Phonic Spelling
White
Oliver & Boyd
Five non-expendable books with some strange ideas on teaching children to spell.

Scope for Reading
Love, Allan & Livingstone
Holmes McDougal
Four books with teachers' editions, designed for children from eight to 12. Really excellent books which promote literal, inferential, predictive and evaluative skills in reading.
Sounds in Sentences
Sound, Pictures & Words
Keystones
Hughes
Nelson
All three series by the same author and all expendable books varying in difficulty. Conventional and pedestrian time fillers.
Stretch
Hallissey and Lee
Macmillan
Three well-produced non-expendable books for bright, older juniors. They contain a variety of well chosen fiction and non-fiction extracts with related activities.
Webster's English Workbooks
Webster
Nelson
Four expendable work books by a popular author. The contents are more motivating and entertaining than other similar books teaching the same skills.
Write Again
Forsyth and Gray
Oliver and Boyd
Two substantial books containing a graded programme of writing practice.

Average and above average children will find this work a challenge. Teachers will need to help.

Spirit Duplicating Masters
Dominoes Activities (Oliver and Boyd)
Language in Action (Macmillan)
Link Up Workmaster (Holmes McDougal)
All three of these sets of SDMs are associated with major reading programmes. If the children are familiar with the readers they will certainly enjoy these activities.
Reading 360 (Ginn)
The most ambitious SDM programme containing in total 336 separate masters. Although these are designed to be used alongside the first eight levels of reading 360 they do stand on their own as a comprehensive phonic skills programme. The format enables teachers to select work to meet the childrens' individual needs. It would be wrong to assume that all the children should complete each sheet but it may be tempting to use them in this way.
Read to Think (Holmes McDougal)
Close exercises compiled by Christopher Walker
Spelling Problems and Puzzles (Ward Lock)
Some useful material written by Alan Jamieson for junior school children.

IMPRESSIONS OF PARIS
This delightful 28-minute film captures the charm and beauty of romantic Paris through the eyes of its painters.
It contrasts the City as it was, on the canvases of its artists, and as it is today, in photographs that distil its essential character.
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Artistic promotions

PETER DORMER on Arts Council publications

In an effort to get its travelling exhibitions a wider appreciation, the arts council is beginning to produce good but cheap back-up educational material for use by teachers and students. The council considers it has been equivocal too long about its relationship to the practicalities of art education and is now trying to reconcile its commitment to promoting professional art with the need to provide some educational service to complement the art it promotes.

The packs are edited by Pat Van Pelt, the Council's newly appointed Art Education Officer. The first costs 50p and accompanies the exhibition *A British Sensibility*, which is currently on tour and shows work from the twentieth century British art collection of Leeds City Art Gallery. It contains colour postcards, two brief essays, and notes and questions on individual works, and is directed at O, A, and sixth form level students. There are two points to make about this title venture. First, it *is* very good value—photocopier addicts will make a loss if they buy one set and hope to reproduce it for the class. Secondly, the notes and illustrations mean that the pack has a usefulness apart from the exhibition it accompanies.

One of the essays gives a scheme of the aspects of twentieth century British art which together with the notes and questions relating to the work of artists such as Stanley Spencer, Gwen John, and Mathew Smith, can be developed by the teacher. The usefulness of the pack for the average sixth form student working on his or her own is less certain because the language is sometimes opaque.

On the whole the figurative works are dealt with more clearly than the abstract. Thus, the note on Stanley Spencer's *Gardening* is to the point and includes some interesting observations. On the other hand the piece on Patrick Heron's painting *Complex Carmines and Cadmiums with Brown (luminous disc)* contains this unconvincing explanation, "The alliteration in the title of the painting verbally illustrates the linear design of the painting." Yet on the whole the general standard is one of clarity and sense and the colour postcards are there to pull one back to the paintings.

Among the other short pieces published by Pat Van Pelt is a four-page leaflet called *One Way of Looking at Sculpture*, which accompanies the *British Art Show* exhibition, and an interesting but difficult sheet on Henri Laurens—useful for teaching from but not for the student on his own. Coming soon with notes and an essay in accompaniment is a touring exhibition called *Mondriaan and the Hague School*.

Although it is not the Arts Council's major responsibility to venture into the teacher resource publishing business, art education is now so hard pressed and many l.e.a.s so cavalier in their funding of art education that the council is going to find itself almost duty bound to step in with practical educational work to supplement the work of schools and teachers. Good quality teaching packs at 50p a throw are going to catch on.

Further information from: Pat Van Pelt, Art Education Officer, or Joan Asquith, Art Publicity Officer, Arts Council of Great Britain, 105 Piccadilly, London W1V 0AU.

Sounds for reading

Dr Audrey Wibsey's theories first attracted popular interest when they were broadcast on the BBC's Woman's Hour programme in 1977. She talked of her method of musical training which helps children, she says, to improve their language potential and to develop vocal, visual and motor control and coordination necessary for literacy skills. The training is said to be most beneficial to children up to six years old and may be carried out by either parent or teacher in daily sessions of between five and fifteen minutes.

E. J. Arnold have now published two cassettes, *Learn to Sing to Learn to Read*, by Dr Audrey Wibsey in which she sets out her ideas. The running time is 90 minutes and each cassette costs £3.85.

E. J. Arnold and Son Ltd, Butterley Street, Leeds LS10 1AX.

Forest trails

The Forestry Commission, together with Bexley and Dartford teachers and the North West Kent and Bexley Teachers' Centres, have produced a pack on Nature Trails Covering Joyden's Wood on the Bexley/Dartford border—this pack is the first product of cooperation between the Forestry Commission and Teachers in the United Kingdom which is designed for use by teachers with groups of children in urban areas. The Forestry Commission and Bexley Teachers' Centre hope that teachers in the Greater London area and the South East might find the information useful.

London Borough of Bexley Teachers' Centre, Lamorbey Park Adult Centre, Burnt Oak Lane, Sidcup, Kent.

One of the latest publications from the Council for Educational Technology is *Adapting Spaces for Resource-Based Learning* (Guidelines 8) (Price: £4.50) by Barbara Atherton. The booklet sets out "a systematic approach to the adaptation of learning spaces".

Council for Educational Technology, 3 Devonshire Street, London W1N 2BA.

Giants of astronomy

PETA LEVI on a new exhibition at the Planetarium

Albert Einstein.

Anyone wanting a starting point to stimulate children's interest in astronomy should go to the London Planetarium's new exhibition, which covers 2,000 years of the history of astronomy. It has just opened and is visually very exciting. Designed as an extension of the planetarium, it cost half a million pounds and is the first major building development at the London Planetarium since its opening in 1958.

Harry Streets, a director of Madame Tussauds who is responsible for the planetarium, says, "Through surveys we found that 90 per cent of the people visiting the planetarium enjoyed the presentations, their only complaint being, 'is this all?'. Since we also found that the average person cannot concentrate for more than half an hour, the answer didn't seem to lie in longer presentations. Another problem with the planetarium is to get people interested in a subject about which they may know little and the scale of which is so vast that it is incomprehensible to many. So the idea emerged to have an exhibition which would be about people, through great astronomers explaining ideas about the universe".

They chose 26-year-old designor Martyn Bainbridge, gave him a "space" and the brief, "to tell the story of man's understanding of the universe". Although Bainbridge (whose previous work largely consisted of designing opera sets) knew little about astronomy, he has become immersed in the subject over the past 18 months, reading avidly and travelling the country to do research for the exhibition. Bainbridge has produced a very imaginative exhibition with great attention to detail; the scientific facts have been checked by Simon Mitton, editor of the Cambridge Encyclopaedia of Astronomy, who is preparing a booklet which should be ready by September, to accompany the exhibition.

As you step into the dark, circular space under the dome of the planetarium in Marylebone Road, you are enveloped by atmospheric music, specially written by composer Simon Bainbridge. Most people are immediately drawn to the centre of the exhibition area, where there is an orrery, a model of the solar system in a 17-foot diameter pit.

If you look above the orrery, you will see the arm of God bursting out of a reproduction of a fifteenth-century Italian fresco. This is mounted on a 24-foot diameter disc round which are zodiacal and astrological charts. Breaking through these mysteries surrounding man's view of the universe, slides will be projected, showing a contemporary interpretation of the creation.

There are five working models to see, each 15 foot high. These are life-size portraits of five of the most important astronomers (modelled in wax in Madame Tussaud's studios). Each astronomer is visually demonstrating his own achievements. Einstein sits perched on the edge of red neon and stainless steel rods which are bent, reflected in a sphere you can see how light bends through gravity.

Einstein is the last astronomer portrayed; the first is the second century AD Egyptian, Ptolemy, who is represented as a stone figure turning the handle of a large wheel which is covered with wheels within wheels. Ptolemy wrongly believed that the earth was the centre of the universe and tried to forecast the future movements of the stars by making increasingly complicated circles and wheels.

The next model of Copernicus is a very effective visual aid. He stands in the middle of an acrylic box holding the earth aloft. The Earth can be seen to move round the sun—the discovery which was Copernicus' greatest contribution to astronomy.

Galileo looks through a telescope through which you can also see, sandblasted onto glass, Jupiter and its four moons, which Galileo first observed in 1610. The fifth astronomer is Newton, standing against an acrylic tree from which apples are falling, showing the force of gravitation which governs the earth's movement round the sun and the moon's action on the tides.

Round the outer wall of the exhibition areas is a ramp which leads up to the planetarium entrance and along which a mural tells the history of astronomy from medieval times. Bainbridge also designed, though not painted, the colourful mural, which, Dali-influenced, has symbolism, allegory and touches of humour. I like the way each period is painted in the style of a contemporary painter. Thus the mural begins with a primitive painting of the medieval concept of the universe, based on the engraver Robert Fludd's work and turns into an engraving over a doorway, with two columns showing Pythagoras's idea of identifying the spheres with a musical note.

We then move to the ancient Egyptian world with the Egyptian goddess Nut stretched across the heavens, half of her painted in Egyptian style as if on stone, the other half painted more realistically to imply the march of time, while the sungod Ra rows across her back—which he was believed to do every 24 hours. Then Greek philosophers such as Aristotle, Plato and Aristarchus can been seen debating their theories; incidentally, Aristarchus put forward the idea of a sun-centred universe which was rejected and not taken up till the fifteenth century.

Next, Greek ruins denote the decline of the classical age before the Dark Ages. There is a faceless pope looking over a desert scene, where we see, for instance, a flat stone earth, a man in the moon and stars falling out of the sky. This scene is enclosed by a canopy beyond which we see a copy of Michaelangelo's God from the Sistine Chapel; and the dome of St Peter's being flown in by angels heralds a new age.

Beside this in a Vermeer-type pastiche, is Tycho Brahe, the great Danish observational astronomer who rejected Copernicus' theory. We pass onto Kepler who accepted and developed Copernicus' theory and see chalked on the floor his idea of the movement of Mars based on the elliptical theory. Behind Kepler is a copy of a model illustrating his concept that the earth was made of five perfect solids. A huge portrait of Newton (in Godfrey Kneller style) symbolises Newton's domination of astronomy for the next 250 years.

Before entering the twentieth century, there is a short interlude to illustrate the disadvantages of technological "progress". Then Bainbridge explains in a simple, visual way, Einstein's theory of relativity with three portraits of Einstein set into a clock when he is young, middle aged and old, time slowing down at the speed of light. Finally, an ambiguous explosion—the end of the world or a new astronomic era?

The director of the planetarium, John Ebdon, devised a new programme "Giants", to coincide with the opening of the exhibition (The *TES*, April 11). "Giants" goes into more detail about the discoveries of the great astronomers and describes the changing attitudes towards the universe. This presentation will continue till the end of the year after which Ebdon will devise a new programme annually.

London Planetarium, Marylebone Road, London, NW1. Open every day except Christmas Day. £1.15 adults, 65p children and OAPs, or "royal ticket" including entrance to Madame Tussaud's £2.90 adults, £1.50 children and OAPs. April-Sept, 10 a m-6 p m. Oct-March, 10 a m-5.30 p m.

Entertaining beast

Hydra. By S. Walker
Eleven 35mm colour slides with teaching notes.
Philip Harris Biological Ltd, Oldmixon, Weston-super-Mare, BS24 9BJ, Avon. £5.50.

This fine set of photographs illustrates all the major structures needed for an introductory study of *Hydra*. Four slides are of *H. viridis* (*viridissima*). Three of these show an extended hydra and two stages of contraction. The fourth is a fine photograph showing a compressed tentacle which clearly illustrates the ectoderm and endoderm and the nematoblasts.

The next four slides are of *H. oligactis*—the first shows the [illegible] in a squash preparation. The next three illustrate the process of asexual reproduction. Slides nine to 11 are of *H. viridissima* and show testes, sperm and extended ovum respectively.

The notes are short, but to the point. Two names are given in the notes for the green hydra of which the second, *H. viridissima*, appears to be correct. A shot of *H. attenuata*, the other species of hydra found in the British Isles would have made a valuable twelfth slide. It would have been helpful to give a brief description of the species and a note about their ecology, but apart from this omission, this set will be a valuable aid for teaching about this entertaining beast.

John A. Barker

Illuminating Parliament

by Caroline Mendham

Mother of Parliaments
27 mins, 6-projector slide/tape presentation by Paul Redfern

From now on, older school and college parties who tour the Palace of Westminster will find their visits amplified by a permanent audio-visual installation about the work of Parliament. Considerable ingenuity has gone into the compilation of this visual dossier of information, since neither House permits itself to be filmed at work.

This problem has been circumvented by the use of graphics, slides and diagrams, accompanied by official sound recordings of the proceedings in each chamber; a succession of composite pictures each consisting of three stills is the result. The effect is not only colourful but informative, in an easily assimilable manner.

George Thomas and Lord Hailsham, speakers of the Commons and the Lords, give opening and concluding discourses on the history and functions of their respective Houses.

The presentation explains clearly most aspects of Parliamentary work: administering finance, legislation, and opening Parliament with the Queen's Speech and the summoning of the Commons by Black Rod; Question Time, adjournment debates, select committees, the Budget; the stages by which a Bill becomes an Act of Parliament, and the distinction between Private Member's and Private Bills.

Visitors will see the presentation before being taken on guided tours of the Houses. Visits may be arranged by contacting Liz Madeley, Education Officer, the House of Commons Information Office, on 219 4750; Paul Redfern on 328 3281; or Clive Harris on 407 1692.

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Reading strategies

ROY BLATCHFORD takes a look at ETV and radio series on reading

Perhaps Herbert Kohl was right; there is no reading problem, only problem teachers and problem schools. Or maybe Pip in *Great Expectations* uttered a universal truth for young children when confiding: "I struggled through the alphabet as if it had been a bramble-bush; getting considerably worried and scratched by every letter."

Controversy about the teaching of reading has a long history. The panacea has always been just around the next corner of research. The more that alternative models have been contested, revamped and discredited, the more opinion has polarised. On the one hand, it is now argued, reading is all about decoding, converting print into sounds and then into words. On the other, specialists insist that this is secondary to giving reading a meaning, fostering and developing children's natural interest in stories.

In recent years, the debate has moved steadily towards a consideration of reading in a total language context. If the child's reading growth is to be seen as part of his growth as a person, one theorist observes, "then present practices in teaching reading need re-evaluating, modifying and in some cases dismantling".

Margaret Clark, in her influential *Young Fluent Readers*, is unequivocal in asserting that it is important to define the task of reading as predicting one's way through print and to focus, even in the beginning of teaching reading, on anticipation and discrimination rather than identification.

Thus the teacher who regards reading as a communication skill will employ a very different approach from the teacher for whom reading is about breaking a code.

And what of the supposed sequential pattern in reading development? Is it more in the structure of the teaching than in the natural process of learning? Margaret Clark's commonsense and convincing viewpoint again: "Given the possibility of using a variety of syntactical, semantic and phonic cues in arriving at meaning from print, the same individual will use these differently at different stages in his development of reading skill".

For educational broadcasters and publishers alike there is presumably some tacit faith in the Bullock Report's recommendation that the majority of children require precise, well-organized instruction if they are to become successful readers. The belief that somehow packages of flashcards and phonic games, games, flexibly designed and imaginatively interpreted, can support the acquisition of reading skills is not enough.

In a world were television serves to validate many dimensions of the child's life, its role in the teaching of reading needs to be stressed. Even a quick look at this year's radio and television output on the subject holds up a revealing mirror to present theory and classroom practice; more than that, the perspectives of the programmes' various reading advisers are clearly signposted.

Elizabeth Goodacre serves as reading consultant to *Words And Pictures* (BBC), a busy 15-minute slot for the five to seven age range which concentrates on letter recognition arising out of engaging stories acted out by puppets. The integration of words and picture is expertly cast, with letter formation practice neatly woven into the programme. Sensibly paced, with an emphasis on music, colour, animal tales and the enchanting worlds of such as Meg and Mog, the series encourages children to enjoy the story while simultaneously developing that vital anticipation of written language patterns.

The immensely popular *Reading With Lenny* is the IBA's one and only competing and complementing series for beginner readers. Adviser Betty Root is anxious to point out in her resourceful teachers' handbook that while many children will be helped into reading with Lenny, the prime aim is *not* to *teach* reading. Rather it is to equate, in children's minds, pleasure with learning and to establish an interest in reading books. Offering "context support" so that children can guess intelligently reinforces the underlying theory of the series that everything is in the mind of the reader before it is encountered in print.

The approach evidently has something in common with that guru of modern psycholinguistics, Frank Smith, with his insistence on responding to what the child is trying to do and the processes of prediction and redundancy which the skilled reader employs. Many teachers find the 10-minute running time altogether too short, the reading material unutterably dull and thin, and Terry Hall's ventriloquism inappropriate in the context. But to thousands of nursery and reception classes, his Kevin the Kitten stories and the programmes' ancillary phonic element (courtesy of Lenny's moving paw) have provided a remarkably successful first reading experience.

Douglas Barnes in *From Communication to Curriculum* established a powerful and coherent case for the place of talk in developing reading and writing skills. His work clearly informs *Talkabout* (BBC TV), an inventive collection of song, story, games and film sequences which invariably succeeds in widening children's concept of story and the purpose of communication. Language skills remain implicit and suggested follow-up activities rest firmly with talk, recording and playing rather than in specific word and reading practice.

Moving into the seven to nine range *Look and Read* (BBC TV and radio) s aimed at those who have some skill in word recognition but are not fluent readers. Each 20-minute transmission includes an episode on film from an action-packed children's story, with an invariably cliff-hanging conclusion. This year Leonard Kingston's *Sky Hunter* and *The Boy from Space* by Richard Carpenter have offered admirable starting points for a wide choice of oral and written follow-up.

Adviser Mary Hoffman sees the series as stimulating children to use a variety of reading strategies: sight vocabulary, phonic skills (initial digraphs and blending), language conventions, context cues and morphemic structure. The programmes are well geared to the age group, alert and structured in presentation, with accompanying worksheets giving valuable reinforcement. The unusual feature of *Look and Read* is the supporting radio recording of the dramatised stories. With splendid sounds from the radiophonic workshop, a slowly-paced retelling and a lively narrator, teachers can have the complete story on tape and in booklet form.

The central thrust of the BBC's *Write Away* series for the adult literacy campaign was that no one method of learning to read or spell will work for everybody. As with adults, children learn to read by eclectic means.

Radio Thin King (BBC), with worksheets as an integral part of the format, is a jaunty 10-minute series devised to support most reading programmes. Alfie Bet, a radio commentator, Thin King of the castle of words, and Mr Word Builder compete in a medley of fun quizzes and word games, highlighting consonant digraphs, clusters and blends.

It would be perverse to suppose that once initiated into the cool web of language, once children have negotiated the basics of language skills, that reading development can be left to chance. *Listening and Reading* (BBC radio) for six to eight years; *Inside Pages* (BBC radio) for 10 to 12 years; *A Good Read* (BBC television) which picks up, for the 10 to 12 age group, many of the Bullock recommendations on *Reading: the later stages*, and *About Books* (ITV) are all fine resources that might just help to keep young readers reading.

An 8-page Extra on Reading begins on page 37.

Stuff of slogans

DEBORAH THOM on "The Great Depression"

FILM
The Great Depression
The Inter-University History Film Consortium
British Universities Historical Studies in Film No 5
Written and directed by Peter Stead
Longmans and Mary Glasgow
Purchase cost £120; hire charge £18

The Great Depression of the inter-war years is still the subject of intense polemical debate. It is still in living memory; a subject of reference by the old, and by television. It has structured the political responses of both major and minor political parties. The 1930s is enough of an image to become the reference point of political slogans. The same intense and essentially political interest is reflected in the growing volume of historiography on the period. The new revisionist histories point to the undoubted features of the period — such as rising real wages and the development of a middle-ground of opinion which lend to welfare consensus — and argue that these outweigh the unemployment and falling prices to make for net gain. If that sort of social cost-accounting is an acceptable process at all, examination of one of the major strands of the image of the period is bound to illumine the debate.

The Great Depression is also extremely well done. The 55 minutes of film provides both a narrative and a commentary on the consequent processes of political change. The outset of Depression is firmly located in the long-term decline of British industry. The particular example here is South Wales and film is used to create a composite picture of hard working class lives and vigorous class divisions. But the scene is set for the triumph of reformism in the General Strike. One argument which is given greater substance by the juxtaposition of clips here is that Britain has had throughout the period under review a history of populist politics which have never spilled over into *revolutionary* movements of either right or left. Fascism as image is located in some fascinating footage shot abroad but edited for native consumption.

By the mid-1930s unemployment is presented by the newsreels and the new breed of documentarists as a social problem rather than a political threat. We see many examples of the diverse methods used and publicized to deal with individual cases. Farm colonies and boys' camps for the male unemployed but for a few Welsh girls it is training to be mannequins at Lucie Clayton's modelling school. Extracts such as these demonstrate the differences in sensitivities between ourselves and the commentators of the thirties. The tone of the commentary is avuncular, patronizing even, and the carefully presented speeches of gratitude ring a little false. It is not until film of the early years of the war is shown that the mass media can deal happily with the working class. The documentarists who have helped to create the image of the Hungry Thirties in words as well as pictures look on the unemployed in a different light. They are presented as a threat to social order because of their apathy, because they have learnt to live with a society that denies them work. As a result their cameras linger over subects like the tired derelict on the bench, deaf or dead to the rest of the world. Here I think the film overstates its argument. The apathy of the unemployed was very much in the eye of the beholder and, as the accompanying booklet makes clear, many of the activities of the unemployed were not only not seen as newsworthy, film-makers were told not to cover them in newsreel form. As a result the culture of unemployment has a missing film dimension. There also appears to be no mention of the Spanish Civil War which certainly affected the political culture of the late 1930s but perhaps this is because there is another programme in this series devoted to the topic.

The educational value of this film is potentially enormous. The subject matter alone makes it relevant to those who study in many fields other than history—social studies, politics, economics, film and the mass media. The volume of material and insight means that it would repay more than one viewing. The perennial complaint of this reviewer is particularly relevant here: at £120 it is too expensive for most educational institutions to buy and rental can never provide the time for its frequent use.

The other subjects in this series are the Munich crisis; the *End of Illusion* (from Munich to Dunkirk); the Spanish Civil War; and the Winter war. They have all been prepared by academics from the nine contributing university departments and come with a booklet summarizing the argument.

Briefings

Radio & tv

Open University

Three Sisters (Saturday, 10.10, BBC2; Monday, 7.05, BBC1)

A complete performance of the third act of Chekhov's play.

Ways of Studying Children (Saturday, 11.50, BBC2)

Three psychologists on mother/child interaction, styles of tutoring for pre-school children and babies' perception of containment.

Wood or Metal? English Furniture in the 30s (Sunday, 23.35, BBC1)

How did the furniture industry adapt to meet the crisis of the Depression? Archive film shows old furniture catalogues and room settings, including a desk with a built-in extendable telephone.

Ceremonies of Fascism (Tuesday, 6.40, BBC2)

A programme in the series on conflict and stability in modern Europe features film of parades and rallies in Hitler's Germany.

CE and general interest

Start Here (Sunday, 14.30, VHF4)

Ideas and advice on how to start new leisure activities, including sports and open-air pursuits, voluntary work and holiday ventures.

The Bad Life (Wednesday, 23.00, VHF4)

A series exploring the extent to which illness can be ascribed to misguided life-styles. Each programme deals with illnesses linked to a certain age group and includes advice from health education experts.

Women of words (Sunday, 18.15, Radio 4)

Colette is the featured writer this week in a series about women who were legends in their lifetimes.

Company (Monday, 21.15, Radio 3)

Samuel Beckett's latest work is a monologue "for two voices", "A Speaker and a Listener", Patrick McGee explores the importance of finding a balance between imagination and reason in intellectual companionship.

Madame Ex (Friday, BBC2)

Continuing the impromptu French week, a film of Hervé Bazin's novel about the despair and humiliation of a wife abandoned for a younger woman.

Meanwhile, elsewhere in the classroom

NICK THOMAS reviews two films on reading

FILM
What About the Others?
Two half-hour films produced by the Cadmean Trust, 5 Fitzgeorge Avenue, London W14 0SY.
Hire or sale (16mm or cassette) from Concord Film Council Ltd, 201 Felixstowe Road, Ipswich, Suffolk IP3 9BJ.

What About the Others? is the title of two complementary half-hour films, showing how teachers in two schools organize time and space to meet the need for individual attention in today's big classes. The films concentrate on the teaching of reading, which is the Cadmean Trust's concern, but, beyond this, they give valuable documentation of teaching structures for young children, as they have been developed by skilled and experienced teachers. The films are for education colleges and in-service training.

The title derives from a frequent reaction of students to the Trust's previous films on the teaching of reading: "These show us how to work with individuals and small groups—but meanwhile, what are the other 20 or 25 children doing?" The emphasis here is very much on the class as a whole.

The camera frequently moves away from the teacher to show independent activities elsewhere in the room—planned and introduced by the teacher, of course; we are also given considerable insight into the forethought, physical organization, and timetabling which underpin the daily pattern.

The two schools have been chosen partly for their contrast—physical and social environment, class and timetable structure. Hightown First School in Southampton is modern, purpose-built; largely but not entirely drawing from middle-class families. The lower years are vertically grouped, fourth years in parallel classes. An integrated day is used, with a grid system for the older children that separates them into maturity groups. For reading, the school uses language experience methods with a structural linguistic approach.

Woodnewton Way Infant School is in the steel town of Corby, where many of the children are Scottish immigrants. It is completely vertically organized, and has had to improvise greatly to fit its teaching methods, which include team teaching into a traditionally designed school building (plus mobile classrooms).

There is considerable emphasis on older/younger children relationships and on self-organization and responsibility. This dovetails with reading, of course, through the elaborate system of labels, signs and notices. Filming here took place at the start of a year, so that we watch the integration of rising fives into the school.

The films give a spontaneous, entertaining, and informative picture of teaching and learning in these two schools. It is clear, of course, that even with the maximum preparation and organization, the smooth and fertile running of large classes depends utterly upon the teacher.

The tremendously impressive teaching shown may be a little daunting for students; but they may as well face the reality of their profession.

It should also be said that at times the films perhaps come dangerously close to suggesting that classes of 30 or more are actually advantageous in the opportunities they give for developing children's self-organizing skills. One should not lose sight, in one's admiration for the managerial skills of good modern teaching—the grids, flow-charts and achievement models—of the fact that they constitute an heroic response to a desperate situation.

A plausible comment from students on these films might be: "Yes, excellent, but what if my school is very differently organized? What do they tell me about working within a mediocre structure—except that I need two heads and four hands?"

These comments are scarcely criticisms of the films. The accompanying notes are very clear about their precise and limited purpose. They are meant to provide illustration and stimulus for discussion on the role of classroom organization in the teaching of reading (lecturers' notes are also provided giving a detailed commentary on the films' themes). In this purpose they succeed entirely, and are thoroughly recommended.

Reading

At the sign of the open book

Every l.e.a. now makes some provision for adult literacy studies. But there is still a long way to go. Liz Heron surveys the field

Adult literacy provision has grown enormously in the last five years. Figures in a report recently published by Adult Literacy Unit show that in 1974 only 5,000-10,000 adults were receiving help with literacy skills. In 1979 there were some 70,000 students. Now, every local education authority in the country makes some form of provision. This is an improvement on 1974 when only about half did so.

But these advances are far from being a cause for complacency. According to ALU estimates, only eight per cent of those in need of help with literacy have yet been reached, and despite expressions of continued Government support for literacy and basic skills as priority areas, the outlook is bleak.

Cuts have already taken their toll, though with varying degrees of damage: provision across the country is uneven, and rural areas are particularly lacking in resources. In the last round of cuts some authorities hit adult literacy badly. East Sussex made a cut of over 40 per cent, but was outdone by Leicestershire's 50 per cent. In areas where no direct cuts have been made, the indirect effects of economic stringency are being felt: funding for development projects is hard to come by; the reorganization of adult education restricts the availability of premises and puts fees up.

A simultaneous reduction in the reduction in the provision of TOPS preparatory courses by the Manpower Services Commision Training Services Division in selected areas—London and Manchester are badly affected—diminishes the overall opportunities for teaching basic skills, MSC guidelines for the future structure and organization of preparatory courses propose a basic maximum of 13 weeks, instead of the two or three-term courses currently taught, coupled with a paring down of course content to what amounts to the no-nonsense level of "learning to read simple instructions".

A great deal was possible at the beginning of the Adult Literacy Campaign when the Adult Literacy Resource Agency was set up in 1975, as a short-term operation pump-priming £3m to local authorities and voluntary organizations. When this initial boost came to an end in 1978, the Adult Literacy Unit was established, with funding totalling £660,000 to bring it up to 1980. The shift now involved in the winding up of ALU and the establishment of the Adult Literacy and Basic Skills Unit, with its wider remit, covering numeracy, English as a second language and social skills, has given rise to fears voiced by ALU that resources and staff will be spread even thinner as a result.

Lack of resources affects most areas of literacy work: shortage of books, inadequate clerical support and poor office accommodation have been the lot of adult literacy since the early days, and under-resourcing is particularly noticeable in terms of the paid hours assigned to co-ordinate and organize provision. Employment for four hours a week to support 40 or 50 student/tutor pairs working in people's homes is not unusual. As a consequence there has been a heavy reliance on voluntary workers, and paid hours are frequently more than matched by unpaid, in the case of employed staff. The need for more training at a local level is one that has never been met. It is a gloomy picture, with the commitment of workers strained to its limits as they struggle to maintain the rate of progress so far achieved.

However, that commitment has been manifest not only in the time many tutors and organizers have put into their work, but also in terms of their way of approaching and developing it. Teaching methods and materials have benefited, moving in exciting and very different directions from the early days.

As far back as 1975, tutors and students at the Cambridge House Settlement in South London, dissatisfied with the existing reading materials, decided to produce their own. The commercially produced graded readers in no way matched students' experiences and they felt that an infinitely better alternative was to produce student-based writing. In fact, there was little material that even acknowledged learner readers as adults. Their first publication, *Father's Cap and Other Stories*, now out of print, came out with the help of a grant from ALRA. A stream of others followed, some written by individual students, others containing collected writing based on discussions between tutors and students. *Listening Ears*, recently published jointly by Cambridge House and the neighbouring Blackfriars Literacy Scheme, has education as its theme and includes a variety of contributions from tutors and students. It was the product of a weekend the writers spent together outside London.

The development of student-based writing stems from the belief that the immediacy of writing that has a recognizable context, and the building of confidence in students, are more important elements in learning than a mechanical insistence on avoiding spelling errors. Correct spelling and grammar can come later, after students are motivated to read and have overcome initial embarrassment and hesitancy about writing. This kind of writing reflects an adult world and is phrased in familiar language. It appeals to students who are understandably repelled by the condescending toy-town world and twee presentation of the variants on children's readers offered by some commercial publishers, though those are fortunately less in evidence now than a few years ago.

In the five years since the Cambridge House initiative, self-publishing by literacy projects has flourished, often spurred on by the parallel development of community writing and publishing. What all the writing has in common is that it relates to adult learners' own experiences and surroundings, or discusses issues that have an everyday relevance to people's lives. A growing catalogue of publications lists 14 projects producing their own work—no doubt there are others.

The Gatehouse Project in Manchester, unlike many others, is in the enviable position of having obtained guaranteed funding for the next four years, thanks to a successful application for Inner City Partnership money a year ago. Gatehouse began as a resource for the publication of student writing through the job creation scheme. It existed with no grant at all for a while and then obtained money from ALU. Now they have three paid workers, one of whom is a literacy student. Also, unlike most projects, they are able to concentrate on developing writing-in classes and reading clubs all over Manchester.

Their method is to pay a series of visits to a class, talking to students, then taping and discussing conversations that will form the basis for the books. The writing is worked on over several sessions; some students do it themselves, others dictate. Pressure to get spelling and grammar right is absent; the aim is to encourage students to express ideas and describe experiences.

Students are often involved in the different stages of production. Layout, design, photographs and illustrations are seen as an important part of the finished product. Some Gatehouse publications have gone into several reprints and their mail order sales go to customers as far away as Australia and New Zealand.

The high quality of publications from Gatehouse and elsewhere has not escaped the notice of commercial publishers, who are clearly influenced by these new directions. The Friends Centre Literacy Scheme in Brighton was approached by MacMillan after the appearance of a student compilation, and this year they jointly published a series of eight readers, under the heading *Brighton Books*. Not surprisingly, attempting to combine a degree of student involvement and editorial control with the production methods of a large publishing house proved difficult. But what offsets these, and makes commercial offers so difficult to refuse, are the advantages of wider distribution and the increasing handicaps literacy projects are faced with in terms of time and resources—this year the Friends Centre has an allocation of 12 paid teaching hours, compared with a luxurious 50, only two years ago.

Student-based writing has not so far been reflected in the National Extension College's materials for literacy teaching, but NEC is stepping up its commitment to adult basic education. One new move is the formation of a development and consultancy group of practitioners with experience in teaching and self-publishing, for work on a new range of materials. Another possibility under consideration is the production of a series of subject-based materials for post-literacy students. Subjects would include politics, sociology and history, and would be complemented by work on issues such as trade unionism, race, class and education. A proposal has been made to Yorkshire Television for linking with a series of programmes.

NEC materials for ESL are also making an original contribution. *Asian Women Speak Out*, a reader based on Amrit Wilson's interviews with Asian women, some from her book *Finding a Voice*, is an imaginative use of photographs and text. Among the topics included are "Language and Culture", "Colonialism and Immigration", "School", and "Rights and Benefits".

One of the most significant ventures to emerge from the early literacy campaign is the paper, *Write First Time* which has been produced with regularity four times a year, since its appearance in 1975. It was initially produced by an editorial group of tutors, but for the past two years responsibility for publication has been rotated among literacy groups in different parts of the country, with two or three regional co-ordinators giving a helping hand. *Write First Time* sells 5.000 to 7,000 copies of each issue and, in addition to providing a forum for letters, comment and a variety of writing, it serves as an information link about literacy activities and publications. Until recently it has been supported by grants from ALRA and ALU, and continued funding from ALBSU will be vital to its survival.

The paper has organized two writing weekends, when literacy workers, volunteers and students have met from different regions. One of these produced a book, *Let Loose*, a substantial compilation of stories, reflections, observations and interviews mixed in with information and suggestions for classroom work and materials; there are sections on using photography, producing materials and self-publishing—altogether an invaluable resource book for anyone involved in literacy, whether learner, organiser or tutor.

Write First Time, Acacia Road, Centre, Acacia Road, Bedford MK42 0HT.

A catalogue of student writing is available from: Gatehouse Project, c/o ICI Blackley Works, Crumpsall Gatehouse, Waterloo Street, Blackley, Manchester M9 3DA.

The United Kingdom Reading Association 17th Annual Conference will take place at the University of Warwick between July 28 and August 1

The Dorcan Scheme

Teaching Literacy in the Secondary School
Humphrey Dobinson and Jane Cox

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Games parents play

Carol Baker looks at parents' rôles in the teaching of reading

Teaching reading should not be the monopoly of either parents or teachers: it is an area in which cooperation and not conflict will best serve the interests of the child. Unfortunately, there is a tendency to underestimate the valuable contribution that parents can make and, too often, those who try and help their children to read before school are regarded as either blundering amateurs or over-anxious, middle-class parents harassing their offspring on to a state of misery.

Doubtless, these objections can occasionally be supported with examples of children who have come to school either mindlessly parroting aye-bee-cee-dee or others who become reluctant readers after being pressured through a dreary reading drill at home. The solution to these problems, however, is not to discourage parents, but to take a positive attitude to their role as educators. Parents should be provided with the information that will enable them to help their children efficiently—if they so wish.

Learning to read at home can be a happy, relaxed and entertaining activity for both children and parents. Of course, it would be quite wrong to suggest that all pre-school children are ready to read, or that all parents have either the inclination or temperament to tackle reading. Domestic stresses or difficult relationships may also make the home unconducive to happy learning and, in such cases, it is obviously sensible for parents to leave reading to the school without any sense of guilt or failure.

However, many parents find that their children soak up new information and skills at a phenomenal rate and require something more stimulating than toys. Where children are already enjoying a wide range of pre-reading activities, and child/parent relationships are good, then learning to read may have a logical and natural place in the home. And what could be better for children than learning at their own pace in a secure and happy environment?

There is no doubt that parents have unique advantages when it comes to helping their children discover the pleasures of books and reading. Because they can harness early reading experiences to the child's own world, parents can make the written word relevant and exciting. Even where a child is not ready to learn to read, parents can foster interest and understanding about the basic concepts of reading. Simply by sharing and discussing books with parents, children can absorb the difficult idea that marks on paper can represent words that we speak and that these marks are interpreted in a particular order.

A child who enjoys books from an early age is likely to regard them as a natural part of his or her environment rather than something that only belongs to school.

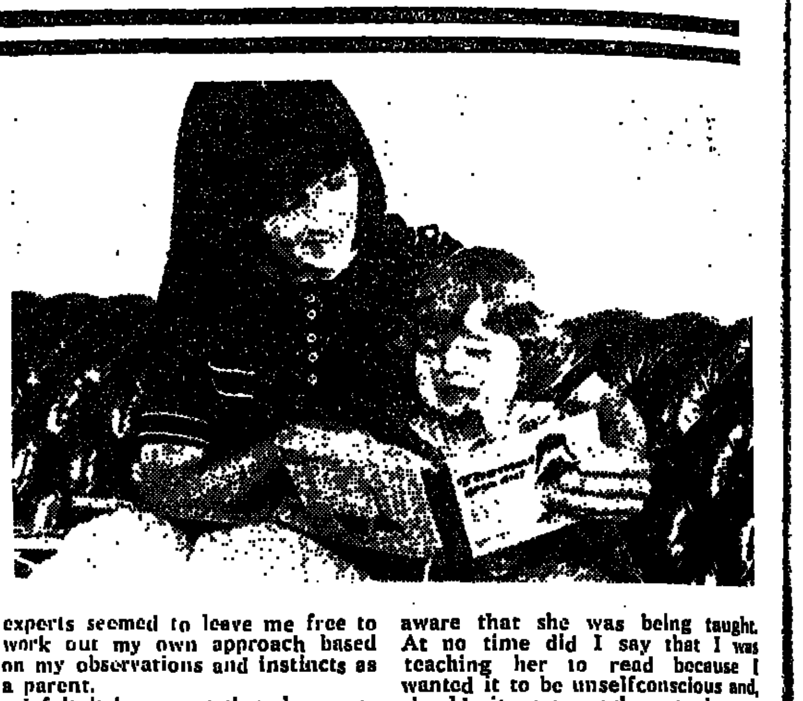
Probably, the greatest of a parents' assets is time. Even busy and working parents usually manage to spend a reasonable amount of regular time with their children. Infant teachers can seldom enjoy the luxury of giving 20 minutes undivided attention daily to each child in their care. Unless class numbers are exceptionally low, this is not possible.

Given these advantages, however, parents often feel themselves excluded from helping their children to read by lack of basic information, confidence or the mystique that surrounds the subject. Rather than risk jeopardizing their children's educational future it often seems safer to wait until school days. Thus parents may miss out on the pleasure of being involved in an exciting learning experience and, more important, children miss out on learning reading skills at the optimum point in their development.

When my own daughter was two-years-old, I experienced these conflicting pressures: on the one hand, learning to read seemed to have a natural place among the daily activities that were going on in the home; on the other hand, I was unconfident about trespassing on terrain that seemed to belong to school and the professionals. Although I was a secondary school teacher, I was as lost as any other parent not knowing how or where to begin. Therefore, I did nothing about reading until it became pressingly clear that my daughter's rapidly increasing language development and aural and visual perception were all converging on the skill of reading.

The problem was whether to recognize the direction in which development was moving and provide an opportunity to learn to read or whether to dam this natural momentum until it could be dealt with at school, which was nearly three years away.

My investigations in a college of education library showed that there was no consensus of opinion on even basic issues, such as the best method to use or the age at which a child should start to learn to read: suggestions for this ranged from 18 months to a mental age of six years. This lack of agreement among the



experts seemed to leave me free to work out my own approach based on my observations and instincts as a parent.

I felt it important that there was no formality and no pressure. The games that we were already playing, such as Snap, Lotto, Hide and Seek, had *possibilities of being developed* into reading games which would offer a natural and relaxed way to learn. Using mainly white cards and illustrations from magazines I devised a series of structured games. The advantage of a home-made scheme is its flexibility: I could capitalize on special interests and toys and the games could be as easy or difficult as was appropriate.

The games were backed up with other home-made materials: small personal books, captioned pictures, scrapbooks, etc. These extended and reinforced the learning in the games. This may sound complicated and contrived but in practice it was easy and unforced, accounting for a very small part of the daily routine.

Playing the games, my daughter absorbed reading skills quite unaware that she was being taught. At no time did I say that I was teaching her to read because I wanted it to be unselfconscious and, should it not work out, it was important to be free to abandon the idea without either of us having any sense of failure.

I am convinced that very many parents would choose to take a more active and fulfilling part in educating their children if basic information about reading was made accessible to them. Knowledge exists to be shared and surely the professionals should be attempting to share their knowledge with parents in order to break down the arbitrary barriers that exist between home and school. Thus children would have a genuine opportunity to develop at their own pace free from pressure or restraint. Learning to read could then be a truly cooperative adventure between children, parents and teachers.

Carol Baker is the author of *Reading Through Play*, Macdonald Educational 1980. Paperback £1.95. Hardback £2.95.

Janet, John and their offspring

As reading schemes continue to proliferate, Betty Root surveys the bewilderingly varied market

"It is of the first importance that the children should be encouraged to form the reading habit. A child's desire to read ought never to be frustrated through want of books. If he has once become a reader of books worth reading there need be no further anxiety about his education. All that is necessary is to give him the opportunity."

The concern about the quality of books given to children to read was a reality 60 years ago, for this quotation is taken from a government report on the Teaching of English in England published in 1921 at 1s. 6d.

At that time the Beacon reading programme had just been launched by Ginn and Co, perhaps with less fervour than at the launching of their latest programme, *Reading 360*. Nevertheless, they could well have considered that the quality of their new books met the criteria of the inspector's report.

Some of the books in the Beacon scheme have survived the 60 years simply because their literary content remains superior to many subsequent competitors. Can you imagine Peter and Jane remaining with us to dull our senses until 2020?

Apart from Beacon, all the pre-1940 schemes have disappeared. Before long, the occasional copy may well surface as a collector's item—if it has not done so already.

From 1940-50 eight new schemes were published. Five of these are still in print. Between 1950-60 only three schemes were added to the list and none of these has survived.

The period 1960-70 was a decade of unprecedented activity, with the publication of no fewer than 14 new schemes. Ironically, during this period complaints about falling standards in reading were frequently to be found in the national press. Teachers and publishers were persistently searching for a panacea—which they never found.

Some of the new schemes revealed little or no evidence that teachers and children had been consulted during their development. Inevitably, only nine of the 14 survived. From 1970-1980 nine more programmes brought the total list of schemes in print to 25. Only one new series, the *Crown*, has been published in 1980.

Sadly, the disappearance of almost one third of the schemes written since 1940 has not eliminated all the rubbish. Indeed it is strange to reflect on the reasons why some series of excellent books seem to be rejected by teachers, or is it just nostalgia which endears the *Pilot* scheme and the *Queensway Readers* to some of us? That reading schemes have survived at all is perhaps surprising and disappointing to some.

The philosophy of the language experience approach to literacy brought some notions that early reading books should be made to suit the needs of all individual children. *Breakthrough to Literacy* certainly encouraged teachers to view the initial stages in this way. The success and survival of *Breakthrough* over 10 years indicates the lasting value of this approach.

Nevertheless, there are limits, and those who proclaim that reading schemes are disappearing from the primary schools are living in an imaginary world. When collecting evidence for the primary school report, all 1,127 schools visited by HMIs were using schemes.

The most promising change is that very few schools rely solely on one basic programme. Teachers are insisting on the availability of a selection of schemes to provide a choice for the children and for themselves. The books are always displayed in a central resource and colour coded into levels of difficulty.

It is not easy for teachers to follow the growth of existing schemes. To help, some of the developments in those schemes which have been added to this year are discussed below. Every single complete scheme can be examined in the Centre for the Teaching of Reading, University of Reading. It is open 50 weeks in the year, visitors are welcome and no appointment is required. Decisions are not always easy to make, but close examination is essential before final choices are made.

Breakthrough to Literacy, Longman.
Sixteen new titles have been added to this series at four levels. These books maintain the excitement and quality of previous *Breakthrough* publications. Simple information books have been included, the stories are relevant to children's interests and often very funny. The additions are most welcome.

The Whizz Bang Series, Longman.
This is not a reading scheme, but a collection of graded books suitable for seven to nine year olds. There *are four levels containing 23 books* written by many familiar authors. The variety will appeal to children.

Crown, Wheaton.
An entirely new reading programme which has not yet been discussed in depth by the writer.

In previous books Jim Rogerson has proved to be an able writer, but it is well recognized that writing early reading books with a limited vocabulary can be extremely difficult, even for the most gifted author.

This scheme is composed of 24 books, language development posters, work books and teacher's manual. The style of illustration is unusual; it will be interesting to observe whether children like it.

Gayway, Macmillan.
In spite of its age this series remains very popular with many teachers and children. The publishers continue to develop new materials. Whilst the texts of the original basic books remain unchanged (they are repetitive, stilted and unimaginative) the new story books are excellent.

Introductory teaching pictures, work books for green and blue levels are new this year. Further resources for the earlier levels are promised.

The Language Project, Macmillan.
This major reading series based on Joyce Morris's analysis of the constituent parts of the language provides a substantial quantity of attractive books and materials. The package of alphabet cards is an extremely useful addition, also a further special feature book at level 3 which concentrates on the ending "ies".

Six new story-link books provide a context for, and links between, two core books. This kind of expansion to make the steps easier for the children is most welcome.

Eight reading books at the higher level 4 extend *The Language Project* into the junior school. Each book has a discussion page at the end. *They are all written by experienced* authors. The quality of both content and presentation of these books is outstanding. Now that more than 90 items have been published teachers may like to re-examine *The Language Project*.

Link Up, Holmes McDougal.
This basic reading programme continues to grow in popularity. The books bridge the gap between spoken and written word using words seen in the everyday environment.

Teachers who enjoy using this series would very much like to see more extension readers — perhaps these may appear in the future. *Link Up* build-up books 5a, 5b, 5c have recently been published, so too have the *Workmasters* sets of lively spirit masters.

Letter links, programmes one and two are recent publications which provide a systematic phonic programme to complement the *Link Up* scheme.

One Two Three and Away, Hart Davis.
Michael Bassey's survey published in "Nine Hundred Primary School Teachers" (NFER) states that 52 per cent of teachers were using *One Two Three and Away*. The enthusiasm of teachers and children wherever these books are in use can only imply that this series goes a long way to helping real growth in reading.

All the new material maintains the high standard of content and presentation. It includes pictures and sentences for introductory books E-II; pre-readers 1-8 with word picture games; four phonic reading games; Introductory Work Books E, F, G, H, I, J, K, L; books 1B, 2B, 3B, 4B. Rubber stamps for the main characters are available from Philip Stacey.

Reading 360, Ginn.
This is one of the newest schemes available. Many schools in the United Kingdom have invested in this very extensive range of reading resources, and most seem to be extremely pleased with the children's response to the books and materials.

Fortunately, poor reviews seldom deter teachers from formulating their own opinions based on classroom practice.

All 13 levels of the books are now available. The publishers have already accepted that the beginning stages present too steep a rise in vocabulary, and promise to rectify this by additional stories at levels 2, 3 and 4. These are not yet available. Teacher's manuals and comprehension material for the upper levels are also being produced.

Independent evaluations of eleven reading schemes can be obtained from: The Centre for the Teaching of Reading, 29 Eastern Avenue, Reading. Price £1 including post.

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In the obstacle race

Suzanne Wiener on tough kids and retarded readers in New York

Who is to blame when a child fails in school? The child? The school system? These perennial questions are a focus of public discussion once more in the United States. Spurred by a decline in reading standards (college admission scores have fallen in recent years as have the results of uniform school examinations), parents are demanding accountability from primary and secondary schools. A few have sued their educational authorities for failing to produce the desired results; a much larger number are attempting, more constructively, to involve legislators and community leaders in special educational programmes. The result has been an increased awareness of the problems faced not only by gifted children, but by the *bete noire* of every educational system—its "tough kids and retarded readers".

Teaneck, New Jersey, a suburb less than five miles from New York City, has witnessed significant changes in its educational programmes in recent years. Though relatively unaffected by the extreme tensions of urban life, its school system is in many ways a microcosm of American education. Its comprehensive schools—six primary, two junior high and one high school—train 6,000 pupils of ethnically and socially diverse backgrounds at any one time. The best pupils glide effortlessly through the system, on to the prestige Ivy League universities; the worst—the "tough kids and retarded readers"—remain pariahs within the system, trying, often without success, to cope with its perceived obstacles. They behave antisocially, relate poorly to their peers and to teachers, and evidence severe learning problems. Worst of all, they lack self-esteem, angry at one moment, bored, apathetic and passive the next. Their low self-image makes them aggressive, while they are terrified and insecure underneath.

To handle these difficult pupils—with their potential for widespread disruption of the educational system—both the state of New Jersey and the community of Teaneck provide specially-funded classrooms for "learning disabled" children within each school. Those Resource Rooms are staffed by trained teachers and assistants who supervise every aspect of a child's education while he is in their charge, teaching him reading skills, mathematics and other basic subjects, and trying, whenever possible, to mainstream him into regular classrooms. Psychologists, social workers, guidance counsellors and a battery of professional educators—all loosely grouped around the Resource Rooms—comprise the remainder of the special services programme, though recent lacerating budget cuts have begun to diminish its quality.

As a Resource Room teacher in one of Teaneck's junior high schools, I am aware of both the strengths and weaknesses of the special services programme. Most striking, it seems to me, is its immense flexibility. Resource Room teachers are given leeway to use a variety of methods in their classrooms, depending upon their expertise and educational philosophy. The results are probably as diverse as the techniques employed but are, in all likelihood, enhanced by allowing individual teachers to do what they are able to do best.

My own Resource Room is highly structured. I believe that it is essential to communicate solicitude and concern to pupils, but that in itself this does not constitute a sufficient pedagogical foundation. Learning disabled pupils are too diffuse in their abilities and temperaments, and many of them are deeply imbued with a sense of failure. What they require is solid, "tough", highly-organized lessons that they can master, lessons that will give them confidence and demonstrate to them that *they* are capable of making substantial academic progress. Therefore, I emphasize diagnostic, prescriptive reading instruction in my classroom, and try to maintain a calm atmosphere and strict discipline at all times. Behaviour modification (rewards and prizes for achievement), though admittedly mechanistic if employed with too little imagination, is also introduced regularly as a means of improving skills and modifying unacceptable behaviour. My two assistants and I (occasionally with the help of a student teacher), adjust the classroom environment frequently to meet changing conditions but never without specific achievement goals in mind.

How successful have we been? And, by implication, how well is the Teaneck system of special education working? It is difficult to be certain. Some "tough kids and retarded readers" do not, admittedly, fare well. Stigmatized as learning disabled, they succumb to peer pressure and become increasingly antisocial in their behaviour. They are the "failures" of the system, unlikely candidates, to be sure, for success at any time in their lives.

But many pupils improve considerably in their reading skills and in subject areas after two or three years in a Resource Room. They are ready to move on to more rigorous academic teaching at Teaneck High School or, preferably, to intensive vocational and career training at a school in a neighbouring town. Their perceptions of themselves and of education are vastly improved. Provided they receive individualized attention and sensitive treatment at the next level (by no means certain given the fragmentary nature of educational administration in the United States) they will, almost certainly, attain substantial goals in the years ahead. For these kids at least, the Teaneck system—with its egalitarian belief in universal literacy and, less creditably, its flexible attitude towards standards as well as teaching—is going some way *towards transforming a dream into* a reality.

A first language

Margaret Harris

Language Development. Edited by Victor Lee.
Croom Helm £9.95. 85664 815 9. £3.95. 85664 828 0.
Language Acquisition. Edited by Paul Fletcher and Michael Garman.
Cambridge University Press £22.50. 521 22521 3. £7.50. 521 29536 X.

During the past two decades many psychologists and linguists, as well as those in other disciplines, have been concerned with the processes involved in the child's acquisition of his first language. These two books present some of the views which have emerged particularly during the past few years. Both contain collections of articles by different authors but their scope is somewhat different.

The first volume is an Open University reader which is designed to be intelligible to anyone interested in language development, and the careful selection of readings has fulfilled this aim. The use of the word "development" in the title is significant because the book is concerned not only with theories and research which consider how all normal children acquire language but also with the effects of a particular environment (e.g. family, social group) on this process.

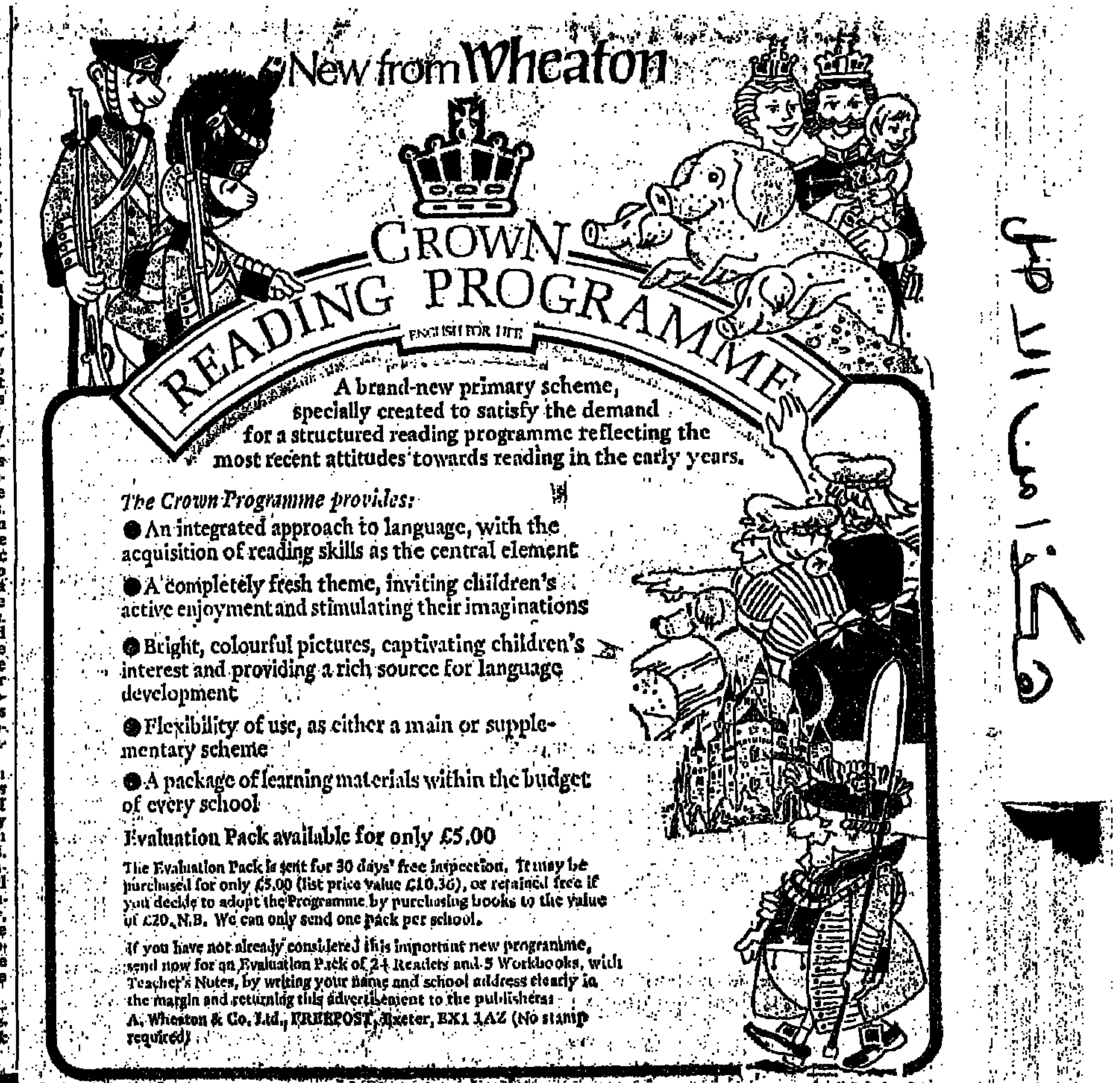
The first section contains some of the most influential articles to have been published in recent years as well as two specially written for this volume. Articles by Cromer and Sinclair-de-Zwart explore the relation between the development of language and the child's developing understanding. Articles by Bruner and Snow emphasize how important the child's early social interaction with his parents is for language development. Other papers, such as those by Clark and Wells, suggest some of the processes which might be involved in acquisition and a seminal paper by Hymes emphasizes that children have to learn to use language appropriately as well as correctly. The social function of language is briefly mentioned in an illuminating paper by Adlam in the second section which reviews some of the important work on class differences in speech.

Other papers by Bernstein, Cazden and Labov give a flavour of the widely differing views which have been advanced about environmental effects on language. This section, like the first, gives a fair reflection of current thinking and, with one reservation, I strongly recommend the book. This reservation concerns the glossary which defines some of the many technical terms used. I found many of the explanations too brief and too complicated for someone who knew little about the subject. However, since most comparable books do not even attempt such definitions this is not a serious criticism.

Unlike the Open University reader, *Language Acquisition* consists of specially written articles and is primarily intended for researchers although the same article by Wells appears in both books. In general the 22 articles, written by psychologists and linguists, are concerned with highly specific questions but their range serves to provide the reader with a clear idea of the current state of knowledge in developmental psycholinguistics. Sections one and two are concerned with the normal stages of language development and they cover the earliest stages to development after five years in more or less chronological order. Section three takes up wider issues including methodological problems and biological context of language acquisition.

The editors' introduction to each section is helpful since it explains some of the crucial issues and I was most impressed by the quality of the articles which have been written by widely respected authors. This is a scholarly work and contains something of interest to all those engaged in research into language acquisition. It is, however, mainly written for those who are already familiar with the subject; for those who are not, the Open University reader is to be recommended.

Margaret Harris teaches in the department of psychology at Birkbeck College, London.



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Teacher-talk, child-talk

Neil Mercer on understanding and misunderstanding in the classroom

With all the attention the "back to the basics" movement has been getting recently, it seems appropriate to consider just what kind of understanding underlies children's successful use of reading and other language skills in school. Many adults, I believe, do not fully appreciate the difficulties children often have in making sense of their school work. It is recognized that children will need to be taught how to perform specific skills, or acquire information about certain topics; but more general and implicit aspects of school work may seem so "commonsensical" that they are not ever directly dealt with in class.

If a child has problems with a specific subject area—say, geometry—it is often assumed that his problems are definable in terms of the technicalities of that particular subject. But consider the following extract from a tape-recorded conversation between two third-year remedial boys:

> B. I can't do my maths very well because of the hard words . . . gremorry, grometry or something like that, I don't know what the words mean, you know, it gets me real muddled.
>
> A. I know what it means it means a three-sided figure, but we had another word and it meant four-sided.
>
> B. It gets me all muddled up, and that, when I sit there for nearly a whole lesson, you know, and I think I can't do it, you know it makes me think I can't do it when I don't know the word.

At least part of their problem, as they see it, is with the language (written and spoken), through which geometry is taught. But although the boys focus on the meanings of specific difficult words, it is clear that this is only one aspect of their confusion about the whole purpose and meaning of the lesson.

On other occasions, children may be able to get by in class, reading and writing on a subject with apparent understanding, and yet be light-years away from their teacher in their understanding of underlying concepts and word meanings. A secondary science teacher in London decided on one occasion to find out whether her pupils really did understand some of the words they used in science lessons. To her surprise, she found they thought "evaporation" meant thickening milk, and that "liquids" had to be thick and sticky (like Fairy Liquid). Her pupils were capable of glossing the words well enough in their reading and writing, but clearly had not acquired the scientific concepts employed by their teacher.

As part of the development of in-service courses in language and reading for teachers, we have been collaborating with teachers in investigating ways in which misunderstandings about the purpose and meanings of school work arise and persist. In this research, we have found hitherto unrecognized misunderstandings between teachers and children quite common.

How is it possible for teachers and children, working together day by day, to be unknowingly basing their actions on different conceptions of the world? At least two reasons can be offered. First, as mentioned above, it is very hard to realize just what children do not know. Teachers may assume that the basic "ground-rules" of classroom work are self-evident, requiring no special explanation. They may likewise assume that the meanings of specific words or expressions are also obvious, or at least will become so through daily use. It is some time now since Douglas Barnes pointed out the difficulties children encounter with academic "teacher talk"; Katharine Perera, in a carefully researched forthcoming article, suggests that school reading materials create much more frequent and profound comprehension problems for pupils. One particular reason for this is the total unresponsiveness of a text to the individual perspectives of its readers. Even good readers, glossing over the meanings of words or sentences they encounter, may never confront their own misconceptions unless they are required to do so in the course of other classroom work.

Misunderstandings also persist because children who are uncertain or mistaken about what they are expected to do and why, do not reveal this to their teacher. On entering school, motivated pupils quickly realize that teacher's approval is not gained by revealing that they do not know things that their teacher expects them to. They learn that, in school, the thing to do is to give what seems to be required by the game, shaping their behaviour to what they think the teacher wants. David Crystal illustrates this well through a real-life example:

> One six-year-old was recorded reading aloud to his toys at home in a flat, stilted, word-for-word manner, though his mother had often heard him read fluently to her. When asked why he was doing it, he replied that in school that was the correct way to read, for whenever he completed a sentence read thus, the teacher's comment was "Very good!"

To be worth the exercise, of course, this kind of discussion has to have practical implications for teaching. Through the research we are doing at the Open University, we and the teachers involved have become encouraged to believe that making the more subtle, implicit aspects of reading, writing and other classroom work a matter for direct consideration by all concerned does give results. It seems to help develop better self-evaluation by teachers of their own performance, and more meaningful participation in lessons by children. The development of our Open University INSET courses in reading and language draws, to an increasing extent, on this kind of "classroom-focused" approach. It is in the contact between two conceptions of the world—that of a teacher and that of a learner—that education in the most profound sense takes place. It may be that the development of more effective teaching and learning in our schools in "basic skills" or whatever, depends on our paying more attention to the quality of that contact.

Some further reading:

PE232 Language Development; an Open University in-service course for teachers.

Child Language, Learning and Linguistics. By David Crystal (Edward Arnold).

The language demands of school learning. By Katharine Perera (chapter 2 of *Language in School and Community*, edited by Neil Mercer, to be published by Edward Arnold early 1981). An earlier version of this article is included in PE232 Language Development.

Neil Mercer lectures in in-service education for teachers at the Open University.

English for Meaning
David Holbrook
The author here returns to the topic on which he first made his reputation, the teaching of English. He critically reviews trends and developments in English and language education since the time of his own major influence in the 50s with his widely-used books *English for Maturity* and *English for the Rejected*. He argues that English teaching has latterly gone dangerously astray, particularly under the influence of the Bullock Report. His aim is to restore the imaginative element which has been ousted by linguistics on the one hand and by a coarsening of literary values on the other.
£6.50 Order number 8449 02 4

In-Service Evaluation for Teachers
Colin McCabe
Recognition of the need to stimulate support and provide for teachers' professional development has led to much greater emphasis being placed upon the provision of in-service courses and opportunities for further learning. This book, based on an OECD report on the evaluation of INSET (in-service education and training) in the United Kingdom, outlines the provisions and draws together case-studies illustrating different forms of evaluation bringing out the theories, principles and assumptions underlying current debates and practices.
£7.95 Order number 8460 02 4

The Reorganization of Secondary Education
Philip H. James
The author provides a study of how Local Authorities in England carried out the task of comprehensivising their school systems. The various influential groups are discussed in turn—Central Government, parents, teachers, political parties, councillors and officers. 'An impressive piece of work . . . scholarly, lucid and excellently documented.'—Professor Maurice Kogan, Brunel University.
£6.95 Order number 8468 02 4

Tooling up for Curriculum Review
Brian Wilcox and Peter Eustace
This book outlines and describes a system of notation which enables the curriculum pattern and organisation of even the largest secondary school to be summarised on one or two sheets of paper. It provides a thorough practical guide to using the system, a detailed analysis of its application to the curriculum of individual schools, and a discussion of the far-reaching implications for teachers, administrators and researchers.
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Windsor, Berkshire, SL4 1DF.

Teach, learn, read

Max Coltheart

Teaching Reading and Thinking Skills. By Myles I. Friedman and Michael D. Rowles.
Longman £7.50. 582 29006 6
The Psychology of Learning to Read. By James A. Layton.
Academic Press £12.20. 12 438850 7.
Psycholinguistics and Reading. By Constance Weaver.
Winthrop Publishers £9.05.
87626 699 5.

These three books share the same aim and the same intended audience: they are written for teachers and teacher trainees, and are meant to provide an understanding of reading, learning to read, and the teaching of reading. The books approach this task in quite different ways, however, and meet with very different degrees of success.

The most striking feature of the book by Friedman and Rowles is the extraordinary way in which it is organized. Every chapter has exactly the same rigid structure. There is first of all a short description of the aim of the chapter; then a few paragraphs relating what might be new in the chapter to background information the student might already have; then a list of key terms to appear in the chapter, followed by a list of "desired learning outcomes", i e, the things the authors hope the students will achieve as a result of reading the chapter. At this point, the basic ideas of the chapter, and how they are related to each other are illustrated by a hierarchically-arranged diagram. Only then, at last, does the chapter proper begin; but it soon ends, to be followed by a summary, and lastly by a set of review questions. The idea of these is that the student can determine, by his success in answering them, how well he has memorized the contents of the chapter.

Arranging every chapter in this way was obviously meant as an aid to the reader's understanding, but it in fact has the opposite effect, not only because it makes the book so tedious to read, but also because it encourages a shallow level of processing which would produce good immediate recall of chapter content, but very poor recall after an intervening period. The layout of the chapter does not encourage—indeed, it positively discourages—a reader's attempt at thinking for himself. The book is an example of the American college textbook at its most basic.

Layton's book is even less to be recommended. It discusses a range of work on learning to read and teaching to read, but in a most uncritical way, with little reliance on evidence and too much on opinion. Some grand claims concerning the nature of the conditions responsible for the development of human intelligence, and cognitive prerequisites for being able to learn to read, are supported solely by a reference given as "Cohen (Sullivan, 1972)". This turns out not to be a major volume on cognitive psychology, but a one-page paper in the *Phi Delta Kapper* entitled "Medical, biological and chemist methods of shaping the mind".

There cannot be many psychological textbooks which give the chemical formula for bilirubin correctly while providing incorrect definitions of classical conditioning ("classical conditioning is considered to be a positive approach with no provisions for reinforcement . . . classical conditioning is the response of a learner, using a previous learned behaviour . . .") classical conditioning proponents do this without any reinforcement), of reinforcement ("reinforcement which is another form of conditioning") and of desensitized ("a procedure whereby no indications are given to the child of errors committed").

Weaver's book is a positive pleasure to read. It is evident that she is thoroughly familiar with experimental psychology and psycholinguistics, and brings these disciplines to bear upon reading and learning to read with wit and force, explaining simply and accurately quite complicated issues concerning the psychology of reading. Every chapter includes a number of activities designed to illuminate crucial points, and these are uniformly apt. Many of them consist of miniature experiments which the reader can carry out with himself as subject. This keeps the reader closely in contact with the ideas of each chapter.

There are also frequent discussions of the specific kinds of reading errors which one sees when children are trying to read, how these can be analyzed and what they tell us about learning to read; thus the student is encouraged to pay attention to what individual children actually do when reading. The teacher of reading will be entertained and instructed by this book.

Max Coltheart is Professor in the department of psychology at Birkbeck College, London.

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A change of focus

John Merritt on the proposed remake of the OU's reading development diploma

What exactly is "school-focused" in-service education? Is this just a fashionable term to describe an approach that is old and familiar or does it really represent a major change in emphasis in in-service education? And does it really matter to the classroom teacher?

"School-focused" INSET means that the focus for the course lies within the school itself. The input of the lecturer, adviser, or resource material is used very much like a well-directed torch beam to illuminate particular areas within the school. The "course" consists of taking direct action in the areas so illuminated. The alternative is to make the knowledge content of the course the prime object of study: in this approach any practical activities intended to increase the knowledge or skill of the teacher are dictated by the course, rather than by the immediate priorities in the particular classroom or school.

From the point of view of the professional needs of teachers in any particular school, the highest priority in staff development must obviously be given to developing professional competence in tackling problems that are immediate and pressing. The advocate of school-focused INSET takes it for granted that, given the wide range of practical experience and knowledge of teachers within any school, it would be rather surprising if teachers could not solve most of these problems themselves, given an appropriate input from a tutor, adviser, or relevant literature when required. Admittedly, teachers are not always very good at expressing their knowledge in a style that satisfies the educational theorist. Nevertheless, there are many teachers who do badly in examinations who are excellent organizers or superb practitioners—abilities that pre-suppose a considerable level of knowledge as well as sound professional judgment.

One problem with the knowledge-focused approach is that a teacher would have to take an infinite number of courses to cover all aspects of education that relate in some way to his work, just as technologists could quite easily take separate degree courses in mathematics, physics, geology, etc, or a variety of specialist degrees within each. School-focused approaches to in-service education, therefore, focus on the priorities of the school, short-term and long-term, and knowledge that has direct practical implications. These, rather than more general academic considerations, determine both the content to be studied and the manner in which the content is drawn on for practical use.

It must seem rather unlikely that school-focused courses could be produced at the Open University—a "distance-learning" institution. Nevertheless, we believe we are already at least half way there with our present courses and recent developments take us even further in that direction. We have now had much more experience in working with groups of teachers in all parts of the country in producing a course that is wholly school-focused. This is "Curriculum Action: an approach to evaluation", a course produced in collaboration with Schools Council. In this course, every single activity begins with an examination of classroom events selected by the teacher. Any analysis, and any further action on the part of the teacher, is then determined entirely by the teacher's judgment of his or her own priorities.

Courses of this kind can come only from extensive collaboration with teachers. This involves working together on ways of identifying priorities, discussing the kind of resource material that is likely to be of real value, producing this material and trying it out with other groups of teachers who can then be encouraged, by means of the course material, to go through this same process. This principle is now being applied in work on a remake of the Open University's Diploma in Reading Development. The Diploma is already classroom oriented. What we are seeking now is to provide a much more flexible use of course material that allows for adaptation to individual needs. By keeping the focus on the classroom, the teacher must necessarily relate any very specific ideas to the total pattern of a child's learning instead of looking at different aspects of reading or language in isolation.

Another consideration in the proposed remake of the Diploma is that, for many people in the field, separate courses in reading and language are seen as a highly arbitrary and, in many ways, unfortunate division. There is bound to be a very considerable amount of overlap between courses which focus either on reading or on language generally. In addition, the practical implications for the teacher relate to the same range of reading, writing, listening and speaking activities for both types of course. It is intended therefore to integrate the reading and language elements.

In the second part of the present Diploma, students are required to engage in a number of activities which may or may not be of the highest priority for them. The new Part II will focus more sharply on four areas of concern—but decisions about what to do in each area will be left very much more to the judgment of the individual teachers. The areas of concern are: Individual development; Developing the reading and language curriculum; Sharing ideas with colleagues; Collaborating with parents and the community. Just how these topics will be handled has yet to be decided. One thing is certain, however, and that is that the new Part II will have the advantage of drawing on the considerable experience of all those hundreds of teachers who have now been through, or who will be going through, the present Part II. In this way, each cohort of students contributes to the improvement of courses provided for future students.

The present courses of the Reading Diploma still have some time to run. In the field of reading, and of language generally, we feel that these courses still represent a considerable advance on our earlier courses and they provide substantial opportunities for practical work in the classroom of various kinds. Experienced teachers taking these courses will tend automatically to give the highest priority to the immediate needs of their own pupils, and their own school, rather than any particular activity specified in a given unit. In this way, teachers can make each course more school-focused in practice than it already is. This more flexible approach is already being encouraged by tutors who have now had a chance to see how the whole Diploma has developed and who have contributed to our own thinking about the importance of taking this further step in the direction of adaptive, school-focused INSET.

John Merritt is Professor in the Post Experience Courses Unit at the Open University.

Between the covers

Mary Hoffman on reading and readability

Language, Reading and Learning. Edited by Asher Cashdan.
Basil Blackwell £11.00. 631 10971 4. £3.95. 631 11071 2.
Motivating Children and Young Adults to Read. Edited by James Thomas and Ruth Loring.
Oryx Press £9.00. 7201 0932 9.
Readability in the Classroom. By Colin Harrison.
Cambridge University Press (forthcoming) £8.95. 521 22712 7. £3.50. 521 29621 8.

It's not easy for academics to write accessibly for teachers. The contributors to *Language, Reading and Learning* vary considerably both in the level of what they say and how they say it. Elizabeth and David Grugeon write a readable and relaxed chapter on the later primary years and, introduce, as for the first time, James Britton's widely-canvassed categories of children's writing. Eric Lunzer and Terry Dolan, on the other hand, assume some familiarity with the controversy over what they call "putative subskills" in reading comprehension, and bristle with research references.

No matter: Asher Cashdan's collection would be worth negotiating even if only for David Crystal's "Language in Education—a Linguistic Approach". Professor Crystal is a past master at making linguistics intelligible and helpful to teachers. He bases his chapter on descriptions given by 200 of them of the most common language problems in junior and middle schools. His recommendations include the need for a precise terminology to describe such problems and a reliable method of sampling the oral and written language which demonstrates them. Crystal's own earlier analysis of single and multi-level errors is restated here and he ends with a lucid synopsis of sentence connectives, illuminated by a nine-year-old's essay.

There are other valuable samplers to give the general taste of some well-known educational writers, such as Eric Lunzer on reading for learning and Mike Torbe on language policies. It is a pity that *all* the approaches to literature mentioned are "response-centred" but at least the blurb gives fair warning. Asher Cashdan has done a good job in containing so many idiosyncratic bedfellows between the same covers. Not so whoever did the editing with a small "e"; there are several inaccuracies in the references and index and printing errors in a text which needs to be perfect, since is precisely describes pupils' mistakes. And there is a strange character called Des, who appears in most of the bibliographies as the author of the Bullock Report.

For a slicker approach, try the collection by Thomas and Loring. The contributions are tightly geared to one theme, the editors are concerned with "why . . . some children, young people, and even adults choose not to be readers". It begins with the zappily written, "Twelve Easy Ways to Make Readers hate Reading (and One Difficult Way to Make them Love it)", but some of the later articles could fall under the first category. In "Survival Reading" by Jack Cassidy, for example, it is suggested that six and seven-year-olds should fill out "job application forms" for school tasks like watering the plants and collecting dinner money. That is not literacy, just subjugation to print.

Aidan Chambers's reprinted "Letter from England" tries to warn Americans of the dangers of the "back to basics" approach. He pleads for more daily time to read in school and a book-filled environment, peopled with teachers who not only read but are seen to read. Only select, and this quirky book could be a quarry of useful ideas.

But read all of Colin Harrison's *Readability in the Classroom*, even though he himself obligingly provides a modest schema for skipping bits of it. It's bound to be the standard manual on text assessment for teachers, overtaking Jack Gilliland's *Readability* which has fulfilled that function since 1972. Colin Harrison starts and ends with the child's view of books in school—from the 15-year-old girl who says, 'If there's one word I can't read, I can't read the whole book" to suggesting that children might rewrite difficult materials themselves.

In between, he offers a complete "consumer's guide" to readability formulae, not just the more familiar Fry, Flesch and FOG, but lesser-known ones.

The whole book is informed by the author's concern that assessment of readability should be seen in the context of matching texts to readers. This is a concern, and a book, that teachers can't afford to be without.

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A spider named Sophocles

Anne Barnes reviews a clutch of readers

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Flightpath to Reading (sets A, B, C £4.60, set D £5)
Buccaneers £1.20 (1-6), £1.30 (7-8)
E. J. Arnold

Storybox £29.95
Editor: B. Ruban
Macmillan Education

The Mystery of the Missing Red Mitten £1.95
The Mystery of the Magic Green Ball £1.95
by Steven Kellogg
Bodley Head

Mrs Babcarry Goes to Sea £1.95
Mrs Babcarry Goes West £1.95
Mrs Babcarry Goes to Town £1.95
by John Goldsmith and Eleanor Newton
Pelham Books

32 Phonic Crosswords (1st and 2nd series) £3.95 for set + VAT
ESA Creative Learning Ltd, Harlow

In the present mood of frenzied assessment and measurement, "schemes" have a special appeal for teachers (and publishers). Reading books for children between eight and 14 must be seen to interlock, to be part of a progression. Sometimes this necessity takes precedence over the originality or interest of the story itself, but fortunately the choice between readers is now so wide that it is still possible for everyone to swim, as Aidan Chambers says, in the "mass of indiscrimination" necessary to the compleat reader.

Four new sets of readers have been added to the *Roundabout* series so that it now consists of 40 readers. Within each set there are four books connected by a common theme or characters and on the same level of difficulty. The sets are graded for different reading age levels at half yearly intervals. These last four take the reading age from nine to 10.

The stories vary a lot: in the "G" set they are down-to-earth adventures of ordinary children who have the sort of mother who butters bread rolls and gets "awfully" cross at the mildest misdemeanours. The next set is more adventurous, revolving rather improbably around a secret agent accompanied by his niece and nephew who, because of an accident with a time machine nine years previously, appear to be only 12 years old although they are really 21. It is a good idea and the stories themselves are quite exciting, although the style of expression is sometimes too childish for the complex story matter.

The next series is adventurous in a different way. It tells of the life and adventures of a tribe of American Indians living before the *advent of white men*. These stories, intended for a 10 year old, are more adult in tone and could be read by much older children. The other set (J) designed for the same reading age, are more homely, more reassuring for a child not prepared to take on American Indians but happier with the idea of the Truelove family who win the pools and buy a Scottish castle where they can keep a tame lion in the moat. These are lively stories and the humour is much more sophisticated than in earlier sets. The characters are more interesting. A real story begins to emerge through the earlier mist of decoding practice. The pictures are good, too.

Two other sets from the same publisher are *Flightpath to Reading* and *Buccaneers*—all stories written by Sheila McCullagh. *Flightpath* is intended primarily for children with a reading age of eight-and-a-half to nine years, and includes 10 titles in the "Tim and the Hidden People" series. The vocabulary is simple but the stories themselves quite adventurous. Tim encounters enough mysteries to keep the reader in suspense to the end. The pictures are full of vitality but also reassuringly realistic. *Buccaneers* is for slightly older readers, up to about 14. The eight stories can be read independently, but together they make up a series about the adventures of an ordinary boy called Nicholas when magically he finds himself with the buccaneers of Ramir on board the Silver Dolphin. Sometimes the style of the story-*telling flags a little, but there is* much in the narrative to enjoy.

Next, more elaborate than any of these schemes is the *Storybox* set which consists of 24 individual story books spaciously accommodated in a display box. There are two copies of each book and a useful teacher's manual which gives an extensive list of other books that may be used to back up certain themes. The books have been deliberately designed in different shapes and sizes to give variety and make choosing more interesting to the child. They have been graded into three main levels of difficulty according to a careful system clearly described in the teacher's notes. The stories themselves are varied. They are simple and often fairly commonplace, but mostly well enough written by people like Helen Cresswell, Ann Thwaite, Joan Tate and others. There are fairy stories, circus stories, animal stories and simple anecdotes about getting wet in the rain for the very young child. It is a pity so much effort has gone into the setting up of the system and the display box and not so much energy into producing a good read.

Among other sets rather than schemes of new books for very young children are *The Missing Red Mitten* and *The Mystery of the Magic Green Ball*. Both are pleasant, amusing, well illustrated and, most significant, small and neat enough to be easily held by small hands.

Similar in shape but more exciting in content are three stories by *John Goldsmith* about a Mrs Babcarry who lives in a large cello, has a pet spider named Sophocles and wears a colander on her head secured with a hat pin. They are original and beautifully illustra by Eleanor Newton. Each pi is a masterpiece of surprise comic detail—many teachers buy them for themselves for the tures alone.

Finally, two books of crossw need to be mentioned. Each sists of 32 phonic crosswords. is very simple, intended for children. The clues are pi with the word spelled correctly a list below and the clue and direction indicated by an ar The other (second series) is a more elaborate, arranged under letters of the alphabet plus a initial blends. The answers start with the pure initial of the letter indicated. They vide children with the knowle of how to do crosswords—po a lifelong addiction—but the tion is to help to reinforce sounds and encourage correct ing.

Perhaps the most intere thing about them is the way are printed with a sponge lik so that when pressed agains piece of copy paper, the ink fers from the master to the paper. Thus numerous copies be easily run off until the exhausted. That in itself is a game and some children will lot of fun out of it, while teach will be provided with a at the end of a rainy day. other hand, it seems a cod way to teach reading skills. are puzzles enough in the schemes.

READ ALL ABOUT IT

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I'm the king of the castle

Lorna Ridgway on the Crown Reading Programme

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A. Wheaton & Co. Ltd., Hennock Road, Exeter EX2 8RP.

This new "reading programme" relates a series of episodes set in an old castle. The key characters are crude, curious people: the Queen, cook and maid wear long old-fashioned skirts: the King, the big (tall) guard and the little (fat) guard cartoon versions of court dress. The baby is sexless, presumably to appeal to either boy or girl beginners. Its mimicry of adult talk is an acceptable device for repetition.

The initial approach is whole-word, with 19 first words memorized from posters and flashcards. The latter are small enough for *children to use in sentence-making*. Their good design is marred by distracting coding symbols.

Before the first reader, children must complete 14 pages of Workbook 1, including colouring in outlines of the characters (oh dear!) and discriminating between some unpleasant faces. The expendable workbooks reinforce vocabulary and supply individual matching, discrimination and comprehension occupations.

By Book 6 (with reading age of 6-6.5) the 123 flashcards are covered. Structured phonic study is advised, close attention being given in the workbook to initial letters and easy diagraphs. More difficult letter combinations are superficially dealt with.

Do we need another reading scheme? Elizabeth Goodacre listed 37 in 1969, not including sets of purely graded readers. Many have since been published, some outstandingly good. Perhaps it should again be stated that judicious infants' teachers initiate reading through generous provision of good quality pre-reading, story and picture books: they use first sight vocabularies derived from children's own experiences and talk, and follow on with readers chosen from parallel sets to suit the learner. At suitable points come phonics and grammar. There are plenty of attractive books, a good deal of teaching effort and much success.

Yet there are infants who, after a stumbling start, remain poor, become reluctant readers at junior level, and are almost totally book-shy by adolescence. So primary teachers will reach hopefully for new material which promises enjoyment, a structured vocabulary and *systematically reading-aged texts*.

The Crown plan is indeed aimed at beginners (reading age 5.5-7.5), but I cannot feel that it offers quality at these levels, or the likelihood of a better start for the slow. There are good features: the books are conveniently colour-coded, the print clean and clear; the pictures are eye-catching though somewhat distasteful in their cheerful vulgarity of style, which will appeal to the avid comic-scanner. Reading for meaning and natural phraseology are claimed, with context and interest making the vocabulary inevitable. It may be so.

A new reading scheme could justifiably be judged by the springboard it provides for the pupil. It seems probable that the launch is critical, either carrying the early learner pleasantly forward into the mainstream of books almost before he is aware of it, or leaving him, stranded, to begin a long rallentando plod to the sec remedial unit.

At this crucial starting poi Crown Programme is at its w Early emphasis on flashcard learning, the remoteness of characters from the experien five-year-olds, their gro appearance and sometimes able behaviour inevitably doubts for those who believe early symbolic learning is cessful if related to the life learner, and, in Moyle's bears "a logical relationship vious activities and hoped-for development".

True that, wearing their and their "soppy clothes" (year-old), the jolly royals liar things. Books 1-3, introd them, are sensibly short (pages), and use only 44 which are revised in the mentary readers.

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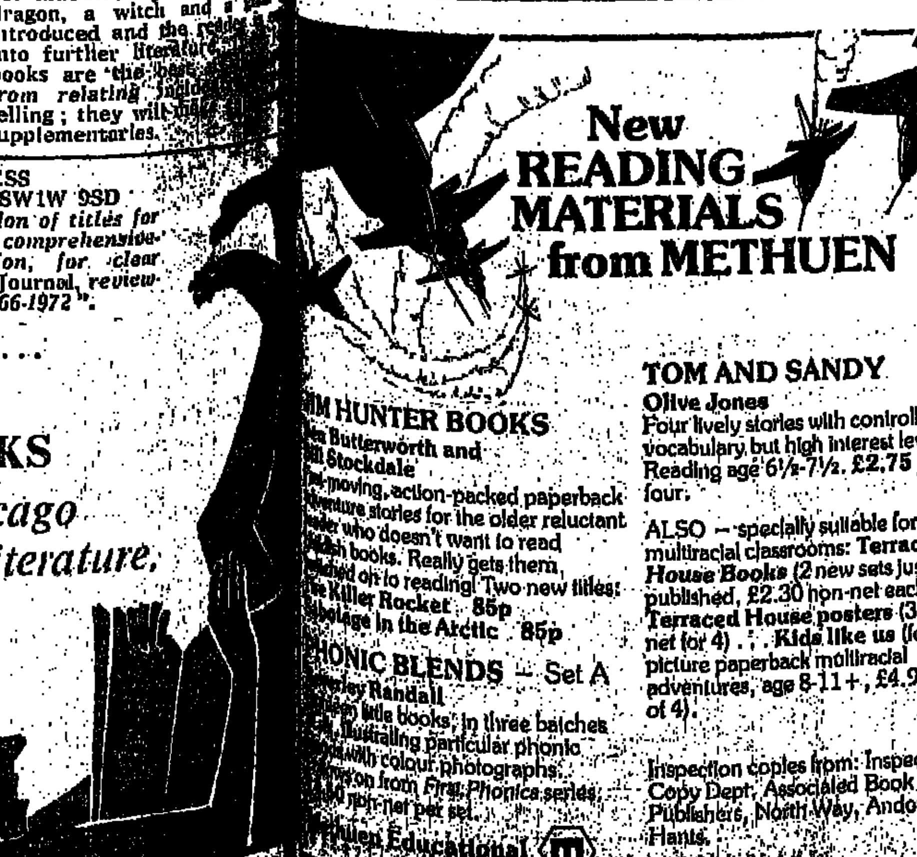

Inside the multi-cultural stock cupboard

Paul Ashton

he assessment of books for the contribution they make to the multi-ltural classroom is a special case f a more general activity—the rch by teachers for material that s relevant to pupils' needs and ncerns. In the multi-cultural eld the search has had a sense of rgency about it, as teachers have ecome aware of the extent to hich well-tried materials are "mono-cultural", and as they have race to recognize their pupils' nguistic and cultural diversity as *learning* resource of enormous otential. At the same time teachers have been alerted, by such ifferent signs as the youth unemployment figures and the activities of the enemies of a multi-cultural society, to their important role processes of adjustment that go eyond the subjects on the school urriculum.

he need to reconsider *all* school aterials in the light of their itability to all pupils is a pressing ue. This article focuses on the ass-readers, predominantly fictional, used in English lessons, and oposes two general areas of conrn for the English teacher.

First, teachers must demand good material. Writers and publishers need constant feedback, in terms of criticism and books bought, from teachers with first-hand experience of pupils' responses. The following three books in fairly wide use at the moment have in different ways been produced in response to demands for stories which are both accessible to young readers and serious in their treatment of racial and cultural questions. *The Third-Class Genie*, by Robert Leeson, suitable for junior forms, is about a boy who finds a genie in a tin can. Fantasy and realism are perfectly blended, as when the genie is able to help the boy with his history homework on the Crusades, but only with a first-hand account of events from the Muslim viewpoint! Aspects of relationships between races are woven into the story always in the context of the boy's "ordinary" urban life, with a keen awareness of the historical dimension and free from doctrinaire "solutions".

East End At Your Feet, by Farrukh Dhondy, is a collection of short stories about Asians living in the East End of London. Their strength comes not only from their portrayal of the Asian community from the inside, but from the author's refusal to shirk painful situations like a racist attack on a Bengali family's flat, or the dilemma of a boy whose sister is seeing an English boy. *Our Lives*, from the ILEA English Centre, shifts the demand from professional writers to the pupils themselves; it contains 11 stories, nine of them fully autobiographical, by London pupils, most of whom have their roots outside England. There are gains all round in this approach; stereotypes are constantly corrected, young writers are contributing to others' understanding, and readers, hearing voices they recognize, have a less passive attitude to the books that arrive on their desks.

Teachers should also consider approaches to older material. A considerable amount of work has been done on detecting stereotyping and racist bias in children's fiction (see, for example, Dixon's *Catching Them Young*, Volumes 1 and 2), but a great deal less on how teachers can use material flawed in this way but which is valuable for other reasons. A familiar example is *Huckleberry Finn*, a work of great genius, but with a black central character whose naivety and simple-mindedness is offensive to young black readers and embarrassing to all readers. The teacher's task is to contextualize the story, to convey Twain's intentions, and to deal with the historical function of stereotypes—in short, to develop a critical awareness of the text that runs parallel with enjoyment of the fiction. The racial hatred in *To Kill a Mockingbird*, and the position of Crooks in *Of Mice and Men*, require a slightly different strategy. How can these excellent books be shared in the multi-cultural classroom without a discussion of the causes of racism in America, and then, by extension, in this country?

The teacher's role in this discussion is a vital one, both in influencing the timing and the form of such discussion, and in supplying information at points where pupils will have nothing to go on except real but limited personal experience and prejudice. Sometimes this information will be in the form of another book; Richard Wright's largely autobiographical *Black Boy* can convey to pupils something of what Jim, Tom Robinson and Crooks may have felt like *inside*. This concentration on black/white relationships reflects the bias of the material available; it is very hard to find fiction that reflects the whole range of inner-city cultural diversity. Books by and about people of different cultures from English are easier to come by, especially at junior levels, than books which address themselves to the harder questions of relationships between races and cultures.

Teachers concerned to make their stock-cupboards reflect their pupils' interests, and at the same time to reduce the work involved in ordering inspection copies of anything that looks half-way reasonable in the publishers' catalogues, can use four publications that regularly review children's fiction and have a keen interest in multi-cultural education. They are *Issues* (produced by the London group of NAME—the National Association for Multiracial Education); the *Children's Book Bulletin* (produced by the Children's Rights Workshop, 4 Aldebert Terrace, London SW8); *Dragons Teeth* (from the National Committee on Racism in Children's Books, care of The Methodist Church, 240 Lancaster Road, London W11); and *The English Magazine*, a thrice-yearly publication from the ILEA English Centre, Sutherland Street, London SW1.

Reading lab time again

Chris Burgess

Friday afternoon in a classroom before a holiday week-end and there's tidying up to be done. The teacher grabs a handful of cards from a reading laboratory, telling a monitor to give them round.

Another classroom: hot July afternoon, and the glaze on the children's eyes is not wholly the result of humidity. It's reading lab time again. It's been reading lab time almost every day since last September.

These are but two examples of common malpractices associated with the use of SRA Reading Laboratories. Both are mentioned in the section of the Schools Council Report on "The effective use of reading", in which an account is given of "a rigorous and reliable assessment of the effectiveness of the SRA material in the context of the middle years of British schooling".

Fortunately for SRA, those in charge of the experiment ensured that the materials were used in both junior and secondary schools in the manner prescribed in the Teacher's Handbooks. As a result, the Report's general conclusion is: "Provided the teachers familiarize themselves with the laboratory procedure thoroughly, use the material properly and recognize its values and limitations, its wider use must be recommended to schools in general, for not only were substantial immediate gains made, but these were maintained and even increased over a longer period".

Misuse of the materials is often the result of either a misunderstanding or a lack of awareness of the limited objectives. The system is designed to promote acquisition and transfer of those skills that enable pupils to deal effectively with printed information, including textbooks in the subject areas. The use of a reading laboratory throughout a school year denies pupils adequate time for the application of the skills being gained. Hence the SRA recommendation for an annual "booster" programme.

The Teacher's Handbooks to the SRA Reading Laboratory Series are not full of suggestions. They are quite specific. A typical schedule is for a 52-period course, lasting for 13 weeks, and each day's activities are clearly defined. Many primary schools achieve this ideal, but secondary schools find it extremely difficult to time-table such an intensive course. The Schools Council Report acknowledges this constraint: "It is indeed difficult to see a permanent solution to the problem until all teachers are prepared to recognize that the development of effective reading is a responsibility not only of the English Department but of everyone, as advocated by the Bullock Report. It is essential to work in all areas of the curriculum, whether it be English, the humanities, science, mathematics, music, art or religious education. If the arts and sciences gave up one period weekly each, the time would be readily available and a programme could be formulated on the lines indicated."

A first principle of the laboratory system is that each pupil should begin work at his functional level, that is the level of difficulty at which the pupil is successful enough to feel encouraged, but not so successful as to be bored. Doing without the starting procedure, or incorrectly administering the Starting Level Guide by ignoring the timing instruction, can be the first step to unproductive independent work with the materials. The self-discipline achieved by laboratory work is possible only when the individual is being challenged at the optimum level.

Motivation in individual work is a function of knowing why you are doing what you are doing, and being aware of your goals. Adhering to the laboratory schedule includes a discussion on individual diferences, the setting of goals, and an explanation of the differing functions of the various components. Neglecting this essential lead-in to the programme often includes ignoring the introduction of the SQR (Survey, Question, and Read) study technique, which is now widely accepted as a valuable approach to the use of any factual printed material. The teaching and constant application of SQR are vital to the main object of the reading laboratory, namely the transfer of reading and study skills to the use of text—and reference books.

One of the major benefits of an efficiently run laboratory programme is the opportunity it offers the teacher to diagnose and deal with the skill weaknesses of the individual. The use of the Diagnostic Conference Record, now a feature of most of the SRA Reading Laboratories, gives the teacher an organization for diagnosis that makes it impossible for skill deficiencies to go undetected. And it makes periodic testing quite unnecessary.

In conclusion, it must be emphasized that a reading laboratory is not a surrogate teacher. It is a carefully made classroom tool. Like all good tools it is capable of being used well or badly. The Schools Council experiment indicates that, in the hands of a teacher who has learnt to use it correctly, it can make a valuable contribution to the effective use of reading across the curriculum.

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Games of skill and hazard

Wendy Body

Much of the skill acquisition aspect of learning necessitates the kind of repetition and constant practice which all too easily impairs the motivation of the learner. The problem is worse in the case of a child who is having difficulty with learning to read: boredom with the task lessens motivation, lack of motivation makes the job of teaching the pupil even harder.

The judicious use of reading games offers one solution to the dilemma of providing repetition, reinforcement and fresh learning experiences in a variable and enjoyable way. As with any other classroom activity and resource, however, it is vital to ensure that the games match the pupils' current learning needs. Using reading games to develop social skills or merely to occupy part of a class while the teacher attends to other pupils devalues their potential—the children could equally well bring their own games to school.

Teachers need to approach the selection of games and their use with just the same care and consideration that is given to the books and other materials which form the major part of our teaching programmes. There is a basic checklist of questions that need to be asked about any published or teacher-produced games:

- ● What is the skill content of the game and where does it fit in with existing reading resources?
- ● Does the actual content of the game match up with its stated teaching aim? For example, can the children play and succeed at the game using skills other than the one they are supposed to be learning?
- ● Does the game teach the players anything or merely test what they already know? There are many published games where pupils have to be able to read the words in order to play the game. If they cannot read the words they cannot play and if they can read them one might ask what is the point of playing the game in the first place?
- ● Is the game self-checking (e g, by pictures for the words used), thus avoiding constant monitoring by the teacher?
- ● Does the game contain an element of chance to ensure that it is not *always* the best reader who wins?
- ● Do the format and graphics of the game make it unsuitable (i e, too "babyish", too "old") for the intended users?
- ● Is it durable enough to stand up to reasonable classroom use? For example, hours of work on teacher-produced games can be wasted if they are not laminated or covered in some way.
- ● Is the finished product *really* worth its price—for published games—and time—for teacher produced games?

There are now a good many published games available and an increasing number for language development and early reading work. Among them are the attractively produced and worthwhile "This and That" and "Matchit", two boxes of various card games from E. J. Arnold.

Living and Learning (Church Walk, Kings Cliffe, Peterborough, PE8 6XD) provides an interesting range of games comparable to those from the more familiar Learning Development Aids. Of particular interest to those of us who get stuck for ideas are two card index boxes—*The Reading Box* and *Unique Reading Games* (Reading Rx)—from Living and Learning which detail games and activities that can be used to teach/consolidate/remediate various aspects of reading, including pre-reading, word attack, comprehension and reference skills. One of the advantages of such a system is that cards can be added to the various sections as and when further successful ideas are discovered.

When one major scheme or series provides the basis of the reading programme, it is always worth checking to see if the publisher provides accompanying games and whether or not they can make a positive contribution to the class resources. *The Jewel Game* and *Looking for Gold* are two appealing and useful games for the consolidation of vocabulary used in the ever popular "Pirate Books" (E. J. Arnold).

More recently, Hart Davis have added pre-readers and accompanying word/picture games to extend the *One, Two, Three and Away!* scheme. The same publisher has also produced some games involving preparation and teaching of early phonic skills by Betty Root which are well worth looking at. Also by Betty Root are the games forming part of levels one and two of *Reading 360* (Ginn) which are useful for teaching the identification and vocabulary of shape and colour.

One of the largest packs of board games recently produced is *Language and Reading Games* (Macmillan) which are intended to follow on from their earlier *Reading Games*. What at first appears to be an attractive package, *upon closer inspection can give rise* to several criticisms. Many games do not fulfil their stated teaching aims and they fall within the testing/practice rather than the teaching category. This is taken one stage further by the inclusion of actual test material to go with the games, an innovation which many teachers might consider unfortunate since children rarely get the pleasure from testing that they do from games.

One might also argue that many of the words included in the vocabulary extension games are a strange choice ("pious", "zealously", "amnesia", "languid", etc.). More so when there is no contextual or pictorial support to help the reader decode or understand them. Surely this kind of vocabulary extension is best and more naturally achieved through book reading experiences and discussion?

Of the 20 games in the pack, only a few are potentially useful, for example "Desert Islands" which is concerned with silent letters. Forty pounds is a heavy price to pay for so few useful games. One good point, however, is that check sheets are provided to enable one pupil to act as a referee, which goes some way to alleviating the problem of supervision of games in the classroom.

The question of bringing parents into school to help with activities such as the supervision of reading games is controversial. Most of us, however, would encourage parents to help their children at home. One excellent way of doing this is to provide suggestions for reading games that can be made and played at home. A booklet intended for parents entitled "Helping Your Child to Read" (price 60p plus p and p, available from the Centre for the Teaching of Reading, 29 Eastern Avenue, Reading) is a useful standby to have in school for resale to parents. Harcourt Brace publish in their Hip Pocket Series a booklet called *Hip Pocket Reading Games*. This is a valuable little pamphlet full of advice and suggestions for games which is supplied in packets to schools for distribution to parents. Teachers who are unfamiliar with either of these publications will find both of them a good source of ideas for classroom games as well.

One teacher-produced game which I have found very useful for consolidating vowel digraphs/long vowel sounds is one called "Monsters". The game can be adapted to suit other skill development levels and is made and played as follows.

Each player in the group needs a baseboard on which is drawn an outline monster divided up and marked as in the illustration. He also needs a matching monster cut up like a jigsaw to place on the outline. The jigsaw monster should be coloured and have the details drawn in. In addition, a central pack of cards is needed with words containing the vowel digraphs on one side and self-checking pictures on the reverse. You will need four cards per digraph for two players. Each player has his loose pieces of monster beside his baseboard. He draws a card from the central pack, reads the word and checks with the picture to see if he is correct. He identifies which vowel digraph the word contains, e g "ea" which he then sees is on the baseboard monster's tail. He finds the appropriate jigsaw piece and covers up the tail on the baseboard. When he draws a card containing a digraph which has already been covered on his board, he is unable to put down a piece of monster for that turn. The winner is the first player to complete his monster.

Further suggestions for teacher-produced reading games can be found in any of the following:

Word Games for the Teaching of Reading
by D. Nicholson and G. Williams, *Pitman Educational Library.*

Beginning Reading and *Reading with Phonics*
by J. Hughes, Evans Education in Action series.

Games to Develop Reading Skills
by J. McNicholas and J. McE, N.A.R.E.

Preparing Reading Materials
by J. Maguire, N.A.R.E., 4 Old Cr, Walton-on-the-Hill, Staffs.

A Framework for Reading
by R. Nichols, Evans.

Wendy Body is an Area Tu (North Bristol) with Avon Remed Service.

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talkback

Peter, Stan and Gordon

Much attention has recently been focused on children who show disruptive, violent or similar patterns of unacceptable school behaviour. It has been suggested that more of these children should be removed from mainstream schools and placed in disruptive or maladjusted units.

What, however, do we mean by a disruptive or maladjusted child? Does the "maladjustment", etc., reside wholly within the child or is it the result of his interaction with the people around him? Why is it that many are apparently poorly adjusted in school but well adjusted outside?

Why do many conduct themselves well for one teacher but poorly for another? May it have something to do with the teacher attitudes they are displayed towards them and the skill or lack of it with which they are handled?

My experience with children of this kind leads me to look in this direction. There is a wide variation in teacher attitudes to such children, from warm caring relationships sometimes maintained with firmness and skill, to uncaring and rejecting attitudes, in which provocation goes both from pupil to teacher and from teacher to pupil.

Three recent examples from my case files may illustrate some of the less fortunate variations of teacher-pupil interaction.

Peter, a 13-year-old, was constantly in trouble for fighting and arguing with others. After discussions with him and his year tutor, it was agreed to set up a programme which involved assessing and monitoring his own behaviour. This appeared to work well for a week or so but then broke down.

On further inquiry, I was informed by the school that he had ceased to interest himself in this programme, after being involved in some group misdemeanour for which he had been physically punished, together with three other boys who had also been involved.

The others had accepted their punishment — a slipper being brought down on their backsides — while Peter was said to have gone beserk after receiving his. When questioned about this, later, it emerged that the others had received one stroke of the slipper, but he had received two.

When he remonstrated about this, he was told to "get out". It was at this point that he lost his temper. Peter is known to have a low tolerance level for frustration. When things go wrong he tends to react violently and soon loses control.

Yet, a short time after the above incident, he was made to wear a skirt during the physical education lesson, because he failed to bring the normal physical education kit. Fortunately, this did not result in an immediate explosive incident, but the next day Peter was involved in a violent fight, which resulted in his exclusion from the school.

Stan is 15. His behaviour was described as extremely disruptive, provocative and insolent. When seen, one of his grouses was that he had been placed in a remedial maths group and wanted to rejoin a mainstream group.

On enquiry, it appeared that he had been placed in the remedial group because of unacceptable behaviour rather than poor maths ability. With the cooperation of his year tutor, a deal was made with him, that if his general behaviour improved sufficiently in the remaining month of the term, he would be allowed to transfer to the preferred maths group at the beginning of the next term.

To aid him in this, he was asked to evaluate and record his own behaviour for each lesson, and to ask his teachers to do the same. The report card was then to be shown to his year tutor at the end of each day.

This programme worked splendidly for the month in question, and all teachers reported a remarkable and positive change in his behaviour. I visited the school again a fortnight into the new term, only to be told that Stan's behaviour had markedly deteriorated, that he had refused to continue the self-evaluation, and did not want anything more to do with me.

I then discovered that the promise made to him had not been kept. He was still in the remedial group because the teacher taking the other maths group had refused to have him. With the co-operation of senior staff, it was possible to sort this out and Stan got his transfer, after which his behaviour again improved.

This school has very good pastoral care arrangements, and the year tutors work in close cooperation with outside helping agencies like myself. Yet things of this kind can still occur.

Gordon, a 10-year-old, was referred by his primary school for temper tantrums, foul language, running out of school, and general uncrontrollable and unpredictable behaviour. The head insisted that everything possible had been tried, and her staff agreed that he should be placed in a school for maladjusted children.

The mother, however, resisted this suggestion, and managed to persuade the headteacher of a nearby primary school to admit the boy. He has now been at this school for some six months, has settled happily, and gives little cause for concern.

Most headteneachers, however, are reluctant to admit children who have been troublesome to their colleagues in neighbourhood schools. If it had not been for the helpful attitude of this particular head, and the initiative taken by his mother, Gordon would now be officially labelled as a maladjusted child, considered to be suitably placed in a school for maladjusted children.

The author is an educational psychologist working in the North of England.

Need for black teachers

Ghulam Musa

The Chairman of the Commission for Racial Equality has proposed a three-point plan to avoid riots of the type Bristol experienced recently. But it would only tackle the effects of the cause, rather than the cause itself.

The root-cause, surely, is the stereotyped image which the British have of the ethnic minorities. This is expressed in their discriminatory conduct, culminating in socio-economic injustices for the blacks. Yet no serious attempt has been made to deal with this ignorance. However, teachers and education administrators have it in their power to modify attitudes to our younger generations. This would involve the study of ethnic minorities as part of the school core curriculum.

Their religions could be taught as comparative religion instead of merely studying the Bible. Their social and cultural heritage could form part of social studies, and the effects of immigration part of a contemporary British section of a social science course.

This work on ethnic minorities could be reinforced by the recruitment of competent teachers from these groups in all schools, not merely in the multi-racial schools. Children at this age are impressionable, and if these teachers were to contribute towards their welfare and examination success, this would do more to eradicate the stereotyped image of ethnic minorities from their minds than almost anything else.

Many head teachers, conditioned by the prejudices of their own generation, would not think this is workable. But my own experience at Ruffwood shows that white staff, pupils and parents would accept a non-white teacher in a position of authority. The onus is on head teachers and governors to take the initiative and appoint competent teachers from ethnic minorities, not only to the lowest scale but also to senior posts.

Ghulam Musa is assistant house master at Ruffwood School, Kirkby, Merseyside.

Athletics for the physically handicapped

Moira Gallagher

As more physically handicapped children are taking part in athletics, it was felt that a separate 5-Star Scheme for these children, bearing in mind their varying disabilities, would be valuable, particularly in schools for the physically handicapped.

In some normal schools there may be children who are classified as physically handicapped and with them the teacher would like to use an award scheme, but finds that the scheme for able-bodied children is completely inappropriate. If so, there is no reason why such children should not be involved in the scheme for the physically handicapped, if the teacher feels that the child would benefit from such involvement.

The scheme covers a wide range of physical handicaps, including major groups such as those suffering from Spina Bifida and Cerebral Palsy, conditions which include a range of disabilities. A simple system of classification is used and includes three grades of wheelchair athlete and three grades of ambulant athlete.

The athletes are graded according to the severity of their handicap so that their targets are within reach. The success of the scheme depends upon the correct classification of athletes.

The events used are like those at Stoke Mandeville in the annual Junior Multi-disabled Games. These are 60 and 100 metres wheelchair dash, 60 and 100 metres run and walk, discus, javelin, club shot and medicine ball throw.

There are five age groups, ranging from under 13 to under 17, because physically handicapped children are normally well adrift of their peers in terms of skill development, and would not benefit from the use of an award scheme at too early an age.

Rules of athletics for the disabled are almost the same as the AAA rules. The main difference is that for wheelchair throwing events the chair counts as part of the competitor, and the position of the front wheels determines the position of the wheelchair athlete on the track. The rules would not present any problems if the scheme were to be used in a normal school with a few pupils.

Moira Gallagher is coordinator of the 5-star award for the physically handicapped. For further information write to her at 26 Barfield Crescent, High Ash, Leeds LS17 8RU.

Multi-cultural fortnight

Zoë Image

In March we organized a Multi Cultural Fortnight at the Teachers' Centre in Camden and Westminster. Like many areas in London, ours represents a wide variety of racial groups, all of whom, we felt, had values and attitudes which could contribute to the local schools.

We wanted to appreciate the wide variety of cultural backgrounds in our schools, and to see in a positive way how the mixture of cultural values and traditions would enrich us all as a society.

We also wanted the fortnight to be enjoyable and informative, both for those taking part and those visiting the various events.

We decided to have an exhibition of children's work, two lecture evenings, two film evenings, mother-tongue story sessions, language-centre work with second language learners, and live performances by children for each other.

When it came to choosing a theme for the children's work, we felt that we needed something which could appeal to both primary and secondary schools and would also represent the idea of unity which the fortnight was designed to foster. "*Friends* and Neighbours" was chosen as having visual and verbal scope.

Schools then offered to cover various aspects of this theme, and a letter was sent by us to schools which offered suggestions on how to approach the work and practical offers of help such as on developing teachers' photographs, mounting and selecting work, collecting exhibits from schools, etc. Each of us behind the project also visited several schools.

The exhibition itself was comprehensive, and included tape slide shows, paintings and photographs. The music centre provided us with a tape representing various musical styles from all over the world. Camden Committee for Community Relations provided an excellent and comprehensive exhibition of books for teachers to examine and borrow. The second Monday of the fortnight saw children from six local schools performing for each other.

Perhaps the most moving event was the mother tongue story sessions. These took place again in the school and started to build valuable links between official ILEA interpreters, children and the teachers' centre.

The atmosphere was delightful, and the teachers accompanying their children were able to experience the children relaying information about the story back to them. The languages we covered were Greek, Gujerati, Cantonese, Spanish, Portuguese and Bengali.

The interest in one another's language was very marked and demonstrated by the school who, because of staff shortages, brought along Greek and Bengali children together, who listened with rapt if slightly surprised attention to the story, not only in their own language, but also in the other language of which they knew not a single word.

For most of the children it was the first experience of seeing their pictures or written work in a different and public context, which they found fascinating. Any adult who has exhibited work will recognize the fresh feeling of assessment which this experience brings.

Perhaps the most suitable last comment on our term's work came from a local headmistress, who teasingly informed us that we were responsible for a child in her school being consistently late, because the little (English) boy insisted on eating his cornflakes with chopsticks, like his friend at school.

Zoë Image is deputy warden of the Camden and Westminster Teachers' Centre. The views expressed here are her own.

endpage

Getting the proper attention

'Our culture as a whole does not seem to like emotion, and our classrooms are certainly not geared to engage profitably with it'. Chris Woodhead reflects on the pitfalls of teaching poetry in schools

It was last lesson in the afternoon. Outside a sunny day had turned to rain, and a cross-country race plodded its way round the playing fields to the amusement of the children in the class I was observing.

A second year group, they were reading Ted Hughes' poem *Pike* with a student teacher. It reminded me of a hundred similar lessons which I have taught myself: the cold classrooms and battered furniture, the kids in their scruffy uniforms, and the poem blue and blurred on the Banda sheet, disturbingly remote from the audience it was meant to reach.

Things began, however, well. "Shut your eyes", Felicity commanded, "and listen to me before we read the poem." The class obeyed, the giggles subsided, and I marvelled at the magic of silence in the comprehensive classroom.

"Imagine", she said, "huge fish swimming deep down in the water. Fish that are really fierce: so fierce that they eat each other and only the strongest survive. And now, think of a pond in the grounds of an old monastery. It is night and the water is still. You are fishing there and you become more and more aware of the silence, and of the monsters that might be lurking down there at the bottom of the pond, biding their time until they are ready to rise up *through the water to see who you are."*

She stopped talking, but for a minute or two the silence continued. The children were caught: the gap between them and the world of the poem had, it seemed, been bridged, and their concentration continued through the actual reading of the poem which followed. I mentally applauded her, for it was an unusually mesmeric performance by anybody's standards.

But as she approached the last verse I found myself becoming increasingly tense. The old, familiar panic which used to accompany my own reading of poems to children was returning. What next? What do you do when the poem ends? By some miracle the children have been listening, genuinely involved in the poem. Then, abruptly, your voice stops and there is a curious silence.

It is a moment worth examining. At home, if you read a poem to yourself or listen to a reading on the radio, and you are moved by what the poet is saying, then you probably sit for a while after the poem has ended to think about the words and images you can remember, and the effect that they have had on you. What happens in the school English lesson? Do teachers allow for this private and silent period of thought?

Far from it: in my experience, we tend rather to open fire immediately with questions about the meaning of difficult bits. Or we will make platitudinous and/or coercive remarks about how "powerful" or "vivid" or "immediate" the poem is. This at least is the kind of thing I used to do, and though I have visited many very different schools in the past four years, I have yet to find much evidence of a more intelligent practice.

There is, of course, another strategy which teachers use, and it was this tactic which Felicity employed. I cannot now remember her exact words, but she asked who in the class went fishing themselves. What followed was animated chat about the one that got away, fascinating enough and certainly enjoyed by the children (or at least by the boys), but not by any stretch of the imagination very relevant to Ted Hughes's poem.

Felicity herself seemed, in fact, to feel this irrelevance, for she began to steer the class back to the text, asking sharper, much more specific questions. The anecdotes consequently ended. Now it was guesses at the meaning of the word "malevolent" and touchingly hopeful explanations of how the pond could be "deep as England".

In writing this I do not want in any way to appear critical of Felicity: I myself have pestered countless children with similarly counter-productive questions. But I am certain that all of us who were in that classroom could sense the earlier magic slipping away as this kind of game continued and the poem became a crossword to be solved.

When I talked to Felicity afterwards she explained how she had felt that the children could not understand the poem as a whole unless they understood all the individual words and images. At first sight it seems a logical enough argument. I have, however, little doubt that the pedagogy it helps inspire goes a long way towards explaining why English lessons are often so boring and poems so little read.

But what happens in classrooms where poetry is taught does not, in the end, have much to do with logic. When I taught literature in schools I no doubt had some more or less conscious understanding of its educative value and of how best I could communicate this value to the children I taught. If I had been asked to explain this understanding I could probably have done so, but such an explanation would inevitably have been a rationalization after the event: it is perhaps more important to consider the nature of the classroom and institutional pressures which define our practice when we work with literature.

To return to the silence which follows the end of the reading: our practice here, I have argued, contradicts the lesson we ought to have learnt from our own experience of reading poems, and so destroys what is an essential stage in any genuinely felt response. Why, then, do we tend to sabotage the very educational end we all want?

One fundamental reason is that we are deeply anxious that the children will take advantage of us and escape our control. Unless we crack the pedagogic whip we fear that the circus animals will desert. Silence is fine if I, the teacher, have commanded it. If the pupils have chosen not to speak, then it threatens because they then have the initiative. In poetry lessons, as in every other lesson, questioning is a form of social control. We kid ourselves if we pretend that this is not a major reason why we are always probing our pupils' response.

A second reason is perhaps more peculiar to English teachers. How would we ever know a "genuinely felt response" to a poem if we were ever to meet one? Teachers like, reasonably enough, to feel that they are teaching something, and once English teachers move beyond concrete issues of spelling and punctuation, then it becomes very difficult for them to know whether or not they are achieving anything. Unless, that is, they treat the enterprise of reading literature as a purely intellectual business, and ask questions which test literal comprehension.

Believe that literature makes its impact in a mysterious and elusive way, and that children are unlikely to be any better than we adults at articulating how they feel in response to a work of art, and you have to tolerate a real burden of anxiety. Life is simply more comfortable if you fill the silence and question the children, guide their response to the poems which are read, and then mark their version of what you have told them: all these are tactics which help maintain a healthy ego. What they contribute to the pupils' enjoyment and appreciation of literature is another matter.

There is finally the point that if the poem has really worked with the class then we are probably a little embarrassed. The clearest example I can give from my own teaching experience of what I mean is a reaction provoked not by a poem but by a film, *Cathy Come Home*. But the point is the same. When the film finished there were 10 minutes to fill with "discussion". I found the fact that the class was clearly too upset to talk about what they had seen acutely disturbing. I wanted to defuse the situation, bring it down to a less emotional level where we could talk, sensibly and intelligently, about the social issues involved. Our culture as a whole does not seem to like emotion, and our classrooms are certainly not geared to engage profitably with it.

Taken together these three factors explain something of why not just Felicity but most English teachers fail when they teach poetry. They need, moreover, to be set against the background of a curriculum which is exclusively preoccupied with what Robert Witkin calls "the public world of fact". A lesson which aims to relate the words on the page to the experience and feelings of the pupils fits uneasily, if at all, into this kind of framework.

In a sense, too, it is more difficult for the pupils than it is for the teacher. What place does the inner world of feeling—that sense of mystery, awe and fear *Pike*, for instance, conjures up—have in chemistry, French or even history? And if English teachers do avoid in teaching poetry the kind of pedagogy I have criticized above, then the shock to their pupils is going to be all the greater. A lesson where you have to sit and think and feel! A lesson where the teacher is not interested in the speed with which you can grasp the point and articulate your understanding!

Willing as children are to comply with all the different demands made on them as they scuttle from lesson to lesson, they are going to see a teacher who acts like this as a curious beast indeed. "Tell us the answer, sir, you know what it is." To reply that you do not, and that your answer might not be theirs, is likely to cause no little upset. It is hardly surprising that in our desire to avoid this upset we tend to conform to a style of teaching nicely calculated to destroy the proper attention to poetry we are supposed to be fostering.

What constitutes a "proper attention" depends obviously enough on the age of the children being taught; what needs remembering is that there is always both the poem and the child who reads the poem. If institutional pressures explain something of why teachers depend so heavily on comprehension questions when teaching poetry, nevertheless such questions spring from a desire to develop a finer, more complete appreciation in the pupils of the poem as a carefully wrought verbal construct. The danger is that in emphasizing verbal complexities we forget the child.

Alternatively, it is the children who are focused upon, their reactions and experiences, and the poem is used only as a springboard. So Felicity encouraged her children to talk about fishing. To give a more disturbing example—since the book must be one of the most popular poetry anthologies used in schools—the authors of *Touchstones* set writing exercises which tend to ask the children to think not so much about what is uniquely defined in the poem, as about anything which they have done or felt which might in some way be relevant to the general theme of the poem.

Whatever the age of the pupils, each of these approaches is an evasive strategy which does not help each pupil in the class to explore their sense of how these words on *this* page engage with and develop their experience and understanding.

This kind of engagement with the text will never be something which is achieved easily. It demands, for a start, that readers escape sufficiently from the bonds of their habitual fantasies to see the poem as an object independent of their own ego. It means attempting to understand why it is that we are moved in the way that we are by the poem. It involves the search for words to articulate what is almost certainly complex, mysterious and elusive.

Each of these things may involve considerable effort. The reward is what R. W. Hepburn has called "an alert, mobile, exploratory attitude to our emotional life". But is this what we want, either for ourselves or for the children we teach?

In theory, perhaps. In practice much of our own make-up and almost everything the institution of school seems to conspire against it.

Chris Woodhead is a lecturer in the University of Oxford Department of Educational Studies.

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Group 6, Roll 479

Appointment to take effect from January 1, 1981.

Application forms and further particulars (S.A.E., please) available from the Divisional Education Officer, Fort Pitt House, New Road, Rochester, to whom they should be returned by August 2, 1980.

LINCOLNSHIRE
WITHERN C.E. CONTROLLED PRIMARY SCHOOL
Withern, Alford
Lincs LN13 0NB
(Group 2: roll 63)

Applications are invited from suitably qualified and experienced TEACHERS for the post of HEAD TEACHER from January 1, 1981.

S.A.E. for application form and further particulars to: Divisional Education Officer, Divisional Education Office, Eastfield House, Eastfield Road, Louth, Lincs. LN11 7AN. Closing date, July 28, 1980.

NEWHAM
(London Borough of)
ST. JOACHIM'S R.C. J.M.I.
Shipman Road, London E16 3DT
Head Teacher: Mr. D. Scanlon
Number on roll: 180
HEAD TEACHER Group 4
Required January, 1981

Applications are invited from suitably qualified practising Catholic TEACHERS to take up duties on January 1, 1981.

The school is a well designed modern building situated in a rapidly developing housing area in London, E16.

London Allowance £600.

Application forms further particulars available from the Clerk to the Governors, J. H. Palling, to whom completed forms should be returned by August 1, 1980.

The Director of Education, Education Offices, Broadway, Stratford, London, E15 4BH.

NORTH YORKSHIRE
COUNTY COUNCIL
BROMPTON COUNTY PRIMARY SCHOOL
Near Northallerton (Group 4)

Applications are invited from suitably qualified and experienced TEACHERS for the following HEADSHIP appointment for January 1, 1981.

Send stamped addressed envelope for application form and details to County Education Officer, County Hall, Northallerton, DL7 8AE, to whom completed forms should be returned no later than 14 days after the appearance of this advertisement.

ilea INNER LONDON EDUCATION AUTHORITY

For Teaching Posts
In The
Inner London Area

See page 45

ROCHDALE
(Metropolitan Borough of)
EDUCATION DEPARTMENT
PRIMARY HEADSHIP
Required for January, 1981:
HEAD TEACHER, Group 6
HEYBROOK COUNTY PRIMARY SCHOOL (Four to 10)
Park Road, Rochdale
Telephone: Rochdale 47201

Applications are invited from suitably qualified and experienced TEACHERS for the HEADSHIP of the above school which currently has 480 pupils on roll between the ages of four and 10 years.

Application forms and further details are available, on receipt of a foolscap SAE, from the Chief Education Officer, Education Department, PO Box 70, Municipal Offices, Smith Street, Rochdale OL16 1YD, to whom they should be returned on completion. Closing date July 30, 1980.

STAFFORDSHIRE
EDUCATION COMMITTEE
CHESLYN HAY FIRST SCHOOL
Heatherton Street,
Cheslyn Hay, Walsall.

Applications are invited from suitably qualified and experienced TEACHERS for the post of HEAD TEACHER of this Group 6 First School, the appointment to take effect from January 1, 1981.

The school, which currently has a roll of 290 children between the ages of five and nine, is housed mainly in older buildings with the addition of a modern unit, including hall, kitchen and one teaching area; it is one of two First Schools in this large village, which also has a Middle school and a High school.

Cheslyn Hay is close to Walsall, the M6 motorway and the open countryside of Cannock Chase.

Application forms and further particulars are obtainable from and returnable to the Chief Education Officer (Staffing), County Education Offices, Tipping Street, Stafford (S.A.E.).

SUFFOLK
(Re-advertisement)
GRUNDISBURGH COUNTY PRIMARY SCHOOL
(Group 3): age range 5-10 years
Required September 1, 1980:
HEAD TEACHER

Application forms and further details obtainable from the County Education Officer, Education Office, Grimwade Street, Ipswich (S.A.E. please) to be returned by July 28 1980. Previous applications will be reconsidered.

WEST SUSSEX
IMBERHORNE ST PETER'S RC INFANT AND JUNIOR SCHOOL
Chapmans Lane, East Grinstead, Sussex

HEAD TEACHER required January 1981, for this Group 4 Primary School for children from 5 to 11 years.

Details and application from Education Officer, Goffs Park House, Horsham Road, Crawley, Sussex.

WEST SUSSEX
ELSTED DISTRICT CE (CONTROLLED) PRIMARY SCHOOL
Elsted Midhurst GU29 0JY
(Group 1)

HEAD TEACHER required January 1981, for this village school in pleasant rural situation near Midhurst. Approximately 30 on roll, age range 5 to 10 years.

Form and further details from Area Education Officer, The Tannery, Westgate, Chichester, West Sussex PO19 3HW.

Closing date two weeks from date of appearance in press.

WILTSHIRE
CORSLEY C.E. AIDED PRIMARY SCHOOL
Warminster. BA12 7QF
Group 3
(Number on roll 63)
Re-advertisement

HEAD TEACHER required. Appointment to be made as soon as possible. Applicants must be committed Christians. Further details and application form (S.A.E. please) from Chief Education Officer, County Hall, Trowbridge, Wilts. Closing date August 1, 1980. Previous applicants must re-apply.

Deputy Headships Senior Masters/Mistresses

BARNET
(London Borough of)
Required for January 1981:
BROOKLAND INFANTS' SCHOOL
Hill Top, Golders Green, N.W.11
Roll 163 (vertically streamed)
DEPUTY HEAD TEACHER
Group 4

It is hoped to appoint a lively teacher with wide interests, who is concerned with all aspects of children's development. In approved cases assistance may be given towards the payment of removal expenses and separation allowances.

Application forms (S.A.E.) obtainable from and returnable to The Director of Educational Services, Town Hall, Friern Barnet N11 3DL, by July 25, 1980.

Required for January 1981:
ST. JOSEPH'S R.C. J.M. SCHOOL
Watford Way, Hendon NW4 4TY
Roll 270
DEPUTY HEAD TEACHER
Group 5

Applications are invited from suitably qualified and experienced candidates. Practising Catholic and holder of Catholic Teacher's Certificate preferred.

In approved cases assistance may be given towards the payment of removal expenses and separation allowances.

Application forms (S.A.E.) obtainable from the Director of Educational Services, Town Hall, Friern Barnet N11 3DL, to be returned to the Correspondent to the Governors, St. Joseph's Convent, Watford Way NW4 4TY, by July 28, 1980.

BEXLEY
(London Borough of)
BEDONWELL NURSERY SCHOOL
Belvedere
Roll 100 places (25 full-time)

DEPUTY HEAD TEACHER required for this Group 2 School. Appointment to commence January 1, 1981.

L.A.A. £408. Assistance with removal expenses, legal fees and disturbance allowance can be considered.

Requests for application forms (enclosing foolscap S.A.E.) to Chief Education Officer for Schools (T.8), Town Hall, Crayford, Kent DA1 4EN.

HAMPSHIRE
SUN HILL COUNTY JUNIOR SCHOOL
Sun Lane, New Alresford SO24 9NB

DEPUTY HEAD TEACHER required for this Group 5 School on January 1, 1981.

Letter of application to Head Teacher giving full curriculum vitae and the names and addresses of two educational referees and enclosing S.A.E.

REDBRIDGE
(London Borough of)
BECONTREE INFANTS' SCHOOL
Stevens Road, Dagenham, Essex
Telephone: 01-590 1903
Head: Mrs. C. Jayham

Required from January, 1981, a suitably qualified enthusiastic and experienced TEACHER to be DEPUTY HEAD of this Group 4 Infants (5-7 years) school. The successful applicant will be expected to become involved in all aspects of curriculum development.

Further details and application form available from J. B. Fordham, Chief Education Officer, Education Department, Lynton House, 255-259 High Road, Ilford, Essex. (Telephone No. 01-478 3020, Ext. 192, 193) to whom completed applications should be returned by July 28, 1980.

SUFFOLK
HADLEIGH COUNTY PRIMARY SCHOOL
Station Road, Hadleigh
(5-11, roll 450)

Required January, 1981, DEPUTY HEAD TEACHER, for this Group 6 primary school.

Forms and further details available from Head Teacher at the school (s.a.e., please).

Other Posts on Scale 2 and above

BARNET
(London Borough of)
Required for September, 1980, or January, 1981:
CLITTERHOUSE J.M. SCHOOL
Claremont Road, Cricklewood
NW2 1AB
(Roll 190)

Experienced TEACHER needed for DANCE and CREATIVE ARTS. An interest in planning and development work across the curriculum essential. Scale 2 post available for suitable candidate.

In approved cases assistance may be given towards the payment of removal expenses and separation allowances.

Application form (S.A.E.) obtainable from The Director of Educational Services, Town Hall, Friern Barnet N11 3DL, to be returned to the Head Teacher as soon as possible.

BROMLEY
(London Borough of)
RED HILL JUNIOR SCHOOL
Red Hill, Chislehurst, Kent BR7 6DA

(Scale 2) YEAR GROUP CO-ORDINATOR (with particular reference to Language Development and Creative Skills).

Applications are sought from teachers who have experience in working with an integrated curriculum focusing on the needs of the individual child with particular strengths in Language Development.

Knowledge and practice of creative skills in Art, Display and Language Arts are essential and this post is designed to encourage these aspects of the curriculum throughout the school. This teacher will link with the Head and other senior teachers and work as part of a team.

This post also holds the responsibility of being a team leader working with other teachers in implementing the aims and objectives of the total school curriculum.

Removal and other expenses payable in approved cases.

Application forms available from the Director of Education, Sunnymead, Bromley Lane, Chislehurst, Kent BR7 6LH, to whom they should be returned as soon as possible.

Bexley London Borough

Applications are invited from suitably experienced teachers for the posts of

HEAD TEACHERS

at the following schools (all appointments to commence January 1, 1981):

PARKWOOD JM SCHOOL, Bexley
(Roll 326, Group 5)

NORTHUMBERLAND HEATH JM SCHOOL, Erith
(Roll 244, Group 5)

ST PETER CHANEL RC PRIMARY SCHOOL, Sidcup
(Roll 205, Group 4)

Applicants for this post should be practising members of the Catholic Church.

London Area Allowance, £408. Assistance with removal expenses, legal fees and disturbance allowance can be considered for all posts.

Application forms available from, and returnable to, Chief Education Officer for Schools (T5), Town Hall, Crayford, Kent DA1 4EN, by July 31, 1980. A s.a.e. should be sent with the request for an application form and further details.

Classified Advertisements

The charge for advertising in all classifications is £1.05 per line (minimum 3 lines).

Display in classified advertisements £6.00 per single column cm (minimum space 9.5 cm double column at £114.00).

A charge of £1.50 is made for Box Number facilities.

Advertisements received by Monday will be published in the following Friday's issue subject to availability of space.

Copy should be sent to:—
The Advertisement Manager,
The Times Educational Supplement,
New Printing House Square, Gray's Inn Road,
London WC1X 8EZ,
by Monday for the following Friday's issue.

BEDFORDSHIRE
EDUCATION SERVICE

HEAD

(Group 4)
Ardley Hill Lower School

Lowther Road, Dunstable, Bedfordshire

Applications are invited for the Headship of this Group 4 Lower School, which caters for children aged 5 to 9 years.

Estimated number on roll, January, 1981, is 258 pupils.

Application forms and further details obtainable from D. N. J. Browning, MA, Chief Education Officer, County Hall, Bedford.

Bedfordshire
COUNTY COUNCIL

LONDON BOROUGH OF CROYDON EDUCATION COMMITTEE

Invite applications for the following :—

HEADSHIP

Applegarth Infants School

TENABLE : 1st January, 1981.

SALARY : Head Teacher group 4 + London Area Allowance of £408.

Reasonable removal expenses will be reimbursed (Details on request).

Application forms and further details from the Director of Education, Education Department (TAS), Taberner House, Park Lane, Croydon CR9 1TP. Telephone 01-686 4433, ext. 2609,

to whom application forms should be returned by 25th July, 1980.

HEADSHIP

Central Essex Area

Rettendon County Primary School, Southend Road, Rettendon Common, Chelmsford, Group 3, Roll 145, for January, 1981.

Application forms and details obtainable from (foolscap S.A.E. required) County Education Officer, Threadneedle House, Market Road, Chelmsford, CM1 1LD.

Closing date : 25th July, 1981.

ESSEX
County Council

HEADSHIPS

Thurrock Area—(Re-advertisement)

The Jack Lobley County Primary School, Leicester Road, Tilbury, Group 4 (roll 197), for January 1981. Previous applicants will be reconsidered.

North West Area

Felsted County Primary School, Felsted, Dunmow, Group 4 (roll 130), for January 1981.

Southend Area

Chalkwell Hall County Junior School, London Road, Leigh-on-Sea, Southend, Group 6 (roll 420), for January 1981.

Closing date : August 1, 1980.

Application forms and further details obtainable from (foolscap S.A.E. required) County Education Officer, Threadneedle House, Market Road, Chelmsford CM1 1LD.

ESSEX
County Council

PRIMARY
Scale 2 Posts
continued

BROMLEY
(London Borough of)
RED HILL JUNIOR SCHOOL, Red Hill, Chislehurst, Kent. BR7 6DA
SOCIAL STUDIES CO-ORDINATOR (Scale 3)

The school is seeking a creative and imaginative TEACHER (Scale 3) who is experienced in integrated approaches to learning. This teacher would consult with the Head and Deputy Head in forming a Social Studies Curriculum for the whole Junior range. This person would assist with the 'in-service' training of the teachers and plan the implementation of this curriculum at classroom level.

Part of the responsibilities of this position will be to lead a small team to develop resources for teachers and children and assist in meeting the philosophical needs of the teachers in this important area of the Curriculum.

Any other specific skills such as Music or any other Creative skill would be a valuable contribution to the teaching team.

Removal and other expenses payable in approved cases.

Application forms available from the Director of Education, Sunnymead, Bromley Lane, Chislehurst, Kent. BR7 6LH, as soon as possible.

CROYDON
(London Borough of)
BEULAH INFANTS' SCHOOL
Furze Road, Thornton Heath, Surrey CR4 8NJ
Telephone : 01-653 4918
Tenable : September 1, 1980

Enthusiastic and experienced INFANT TEACHER for a vertically grouped class. Expertise in any of the following fields would be an advantage—Mathematics, Environmental Studies, including Science—Art, also ability to play the piano.

Salary—Burnham Scale 2 for suitable candidate, With London Area Allowance.

Please send S.A.E. for application form from and returnable to the Head Teacher at the above address as soon as possible.

CROYDON
(London Borough of)
WOLSEY JUNIOR SCHOOL
King Henry's Drive New Addington, Croydon CR0 0PA
Telephone : 66-43103
Tenable January 1, 1981

Well - experienced, caring CLASS TEACHER required with responsibility for mathematics and science, plus oversight of the Year Group. The successful applicant will be expected to contribute to the many school activities.

Salary, Burnham Scale 3 With London Area Allowance.

Please send S.A.E for application form from, and returnable to, the Head Teacher at the above address as soon as possible.

CROYDON
(London Borough of)
WOLSEY JUNIOR SCHOOL
King Henry's Drive
New Addington, Croydon
CR0 0PA
Telephone: 66-43103
Tenable: 1st January 1981

Enthusiastic, caring CLASS TEACHER required, with responsibility for English, plus oversight of a Year Group. The successful applicant will be expected to contribute to the many School activities.

Salary—Burnham Scale 3 with London Area Allowance.

Please send S.A.E. for application form from and returnable to the Head Teacher at the above address as soon as possible.

CUMBRIA
COUNTY COUNCIL
DANE GHYLL SCHOOL
Barrow in Furness
(Mixed 5 to 11 years : 230 on roll)
Required for September, 1980, or as soon as possible thereafter, an INFANT TEACHER to be responsible for the teaching of MUSIC. Scale 2.

Application forms available from and returnable to the Assistant Director of Education, John Whinnerah Institute, Abbey Road, Barrow in Furness.

WEST SUSSEX
UPPER BEEDING COUNTY PRIMARY SCHOOL
Church Lane, Upper Beeding, Steyning
Scale 2 TEACHER required for MUSIC throughout the School and willingness to take over established REMEDIAL DEPARTMENT.

Form from and returnable to Headmaster at School on receipt of foolscap s.a.e.

WEST SUSSEX
CONNAUGHT COUNTY JUNIOR SCHOOL
York Road, Littlehampton
Required September (or as soon as possible thereafter) Scale 2 post for GIRLS GAMES, NETBALL and GYMNASTICS.

Willing to coach after school.

Good experienced all-round class teacher essential.

Form from and returnable to Headmaster at School on receipt of foolscap S.A.E.

Scale 1 Posts

BEDFORDSHIRE
SOUTHERN AREA
DENBIGH ROAD JUNIOR SCHOOL
Denbigh Road, Luton
Headmaster: Mr I. Bonvunes
Required for September 1980, Scale 1 TEACHER, to teach older children GENERAL SUBJECTS, also to give some help with P.E. and GAMES.

Council accommodation may be available in certain cases.

Further details and application forms obtainable from and returnable to the Headmaster. (S.A.E., please).

BROMLEY
(London Borough of)
HIGHFIELD JUNIOR SCHOOL
South Hill Road, Shortlands
Bromley BR2 0RL
Required for September, a TEACHER for 3rd year Juniors; college leaver preferred.

Music an advantage, but not essential. Scale 1.

Removal and other expenses payable in approved cases.

Letters of application with curriculum vitae to the Head Teacher as soon as possible. Telephone 01-460 2897.

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
Required from September 1980, experienced CLASS TEACHERS for the following schools. Scale 1.
CONNIBURROW COUNTY FIRST SCHOOL
To teach 6 to 7 year old pupils for one term only.

Application by letter to the Head, Mrs D. K. Illing B.Ed., Conniburrow County First School, 1 Hermitage Place, Conniburrow, Milton Keynes MK14 7DU giving full personal details and the names and addresses of two referees.

GREAT LINFORD COUNTY COMBINED SCHOOL
For the reception class in an open plan area. This is a temporary post to cover maternity leave.

Application by letter to the Head, Miss H. Walker, Great Linford County Combined School, St. Leger Drive, Great Linford, Milton Keynes MK14 giving full personal details and the names and addresses of two referees.

CAMBRIDGESHIRE
PETERBOROUGH AREA
BRAYBROOK COUNTY PRIMARY SCHOOL
Braybrook, Orton Goldhay, Peterborough. PE2 0QL.
Tel.: Peterborough 232159
Group 6: Roll 300
Required for September 1980: ASSISTANT TEACHER (Scale 1) for a class of 1st year Juniors. Ability to assist with boys' games an advantage.

There is a possibility of assistance being given with housing in appropriate cases.

Please apply by letter enclosing curriculum vitae and the names and addresses of 2 referees direct to the Headteacher, Mr. D. Bashford, at the above address as soon as possible.

CAMBRIDGESHIRE
PETERBOROUGH AREA
ST. WILLIAM'S R.C. PRIMARY SCHOOL
Tollgate, Bretton, Peterborough PE3 6XD
Telephone : Peterborough 263419
Group 4
(Roll 240)
Required for September, 1980 :—Junior TEACHER (Scale 1) prepared to take a full and active part in the corporate life of this semi-open-plan R.C. primary school.

Applicants should state areas of particular interest in the curriculum where a significant contribution would be made.

There is a possibility of assistance being given with housing in appropriate cases.

Apply immediately, by letter, enclosing comprehensive details and the names and addresses of two referees direct to the Head Teacher, Mr. P. Matthews, at the above address (S.A.E., 1st class).

CROYDON
(London Borough of)
TOLLGATE
Malling Close, Croydon CR0 7YD
Telephone 01-656 3720
Tenable: 1st January 1981

An enthusiastic and resourceful TEACHER required to play an active role in this new primary school. A willingness to be responsible for the continued development of Music throughout the age range and to be a competent Pianist is essential.

Salary, Burnham Scale 1 or 2 for a suitable applicant, with London Area Allowance.

Please send S.A.E. for application form from and returnable to the Head Teacher at the above address as soon as possible.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
ST. JOSEPH'S R.C. J.M.I. SCHOOL
North Road, Hertford
Required for September. Scale 1 post for Lower Juniors.

Ability to take charge of Boys' Games an advantage. Catholic preferred.

Apply to the Headmistress.

HERTFORDSHIRE
POPE PAUL R.C.J.M.I. SCHOOL
Baker Street, Potters Bar
Required for September, TEACHER for Family Grouped Infant Class. Catholic preferred.

Apply quickly by letter to Headmaster giving referees. Stamped addressed envelope please.

NORTH YORKSHIRE
COUNTY COUNCIL
BOROUGHBRIDGE COUNTY SCHOOL
Required for January, 1981, a TEACHER to take charge of the Pre-five class. Scale 1.

Application form (S.A.E. please) obtainable from : Area Education Officer, 59 Grove Road, Harrogate HG1 5EP to whom completed forms should be returned within 14 days of this advertisement.

REDBRIDGE
(London Borough of)
Redbridge is a pleasant, largely residential borough in the north-east of London. It is conveniently situated for access to Central London, the Essex countryside and the sea.

Applications are requested from suitably qualified and experienced (if possible) teachers who should be practising Roman Catholics for the following two posts :

ST. AUGUSTINE'S R.C. PRIMARY SCHOOL
Cranbrook Road, Gants Hill, Ilford IG2 6RG
Headmaster : M. T. McGovern, B.A.
A vacancy has arisen at this Group 5 Primary (5 to 11) school for a teacher able to teach throughout the age range. There is the possibility of the successful applicant taking either an Infant or Lower Junior class. A trained, demonstrable interest in Religious Education would be an advantage.

SS. PETER & PAUL'S INFANTS' SCHOOL
High Road, Ilford IG1 1QP
Headmistress : Miss M. P. Defries
Applicants should be Infant-trained. A trained demonstrable interest in Music would be an advantage. This is a Group 4 Infants' school which caters for the age-range of 5 to 7 years.

Both posts are available from SEPTEMBER, 1980 and carry SCALE 1 and OUTER LONDON ALLOWANCES.

Further details and application forms available from I. E. Fordham, B.A., Chief Education Officer, Education Department, Lynton House, 255/259 High Road, Ilford, Essex IG1 1NN (Telephone : 478 3020 ext 192/1431), to whom completed applications should be returned by July 28, 1980.

RICHMOND UPON THAMES
(London Borough of)
HEATHFIELD INFANTS' SCHOOL
Cobbett Road, Twickenham, TW2 6EN

Scale 1, unestablished part-time (0.7) for September, 1980.

An enthusiastic INFANT TEACHER is required who has a special interest in Mathematics and/or Reception Class.

Forms (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham, TW1 3QB, returnable to the Headmistress at the school by July 21, 1980.

HERTFORDSHIRE
CHRISHALL C.E. (AIDED) PRIMARY SCHOOL
Chrishall, Royston, Herts SG8 8QW
(Group 3; roll 80)
Applications are invited for September 1980, or as soon as possible thereafter, for an experienced TEACHER (Scale 2) for a lower Junior class (seven to nine years), but able to work also with upper Juniors and Infants in this three-class school. Music desirable.

Apply by letter with full particulars and the names and addresses of two referees to the Headmaster at the school.

Middle School Education

Headships

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SEVENOAKS DIVISION
NEW ASH GREEN MIDDLE SCHOOL
Ash Road, New Ash Green
Dartford, Kent
Group 7
HEAD TEACHER required for January 1981.
EDENBRIDGE MIDDLE SCHOOL
High Street, Edenbridge, Kent
Group 7.
HEAD TEACHER required for January 1981.

Further information and application forms for both posts from Divisional Education Office, 66 London Road, Sevenoaks. Please enclose S.A.E.

Closing date 25th July 1980.

WARWICKSHIRE
Appointment of HEAD
ST. JOHN'S MIDDLE SCHOOL
Mortimer Road, Kenilworth, CV8 1FS

Applications are invited from suitably qualified and experienced teachers for the post of HEAD of this Group 4 school (203 on roll) with effect from January 1981.

Application form and further details may be obtained from the County Education Officer, 22 Northgate Street, Warwick CV34 4SR, to whom completed forms should be returned by July 18, 1980.

Deputy Headships Senior Masters/Mistresses

STAFFORDSHIRE
EDUCATION COMMITTEE
ST. JOHN'S C.E.(C) MIDDLE SCHOOL
Holbrook Road, Essington, near Wolverhampton
Applications are invited from well qualified and experienced MEN and WOMEN for the post of SECOND MASTER/MISTRESS (Group 7) from January 1, 1981.

Application forms obtainable from and returnable to the Head Teacher (S.A.E.).

Other Posts on Scale 2 and above

BERKSHIRE
LEA MIDDLE SCHOOL
Grasmere Avenue, Slough SL2 5JD
Number on roll 430
Required for September, 1980 : CLASS TEACHER (Scale 1-2) for a fourth year class (11-12-year-olds). Possibility of Scale 2 position for Boys' Games and Physical Education, for suitably qualified and experienced applicant.

Apply to the Headmaster at the school (S.A.E.).

By Subject Classification

Domestic Subjects

Other Posts on Scale 2 and above

HERTFORDSHIRE
COUNTY COUNCIL
DACORUM DIVISION
BRIDGEWATER MIDDLE SCHOOL
Billet Lane, Berkhamsted
Wanted for September 1980, at this 9 to 13 Middle School, a temporary TEACHER of HOME ECONOMICS and General Subjects.

Post vacant because of pregnancy but possibility of becoming permanent.

Apply directly to Head by letter of application with full details and giving names and addresses of two referees. (S.A.E. please.)

English

BEDFORDSHIRE
NORTHERN AREA
BRICKHILL MIDDLE SCHOOL
Falcon Avenue, Bedford.
Headmaster : Mr. F. W. Grove
Tel : Bedford 62566
Required for September 1980, a Scale 1 ENGLISH SPECIALIST : an ability to teach Boys' Games would be an advantage.

Application forms and further details from the Headmaster at the school.

Mathematics

Other Posts on Scale 2 and above

WEST SUSSEX
DURRINGTON COUNTY MIDDLE SCHOOL
(8 to 12 years)
Group 7
Salvington Road, Worthing
Required September or as soon as possible thereafter, CO-ORDINATOR of MATHEMATICS. Scale 2.

An experienced teacher to be responsible for the co-ordination and implementation of Mathematics throughout the school.

Form from and returnable to Headmaster at School on receipt of foolscap S.A.E.

Modern Languages

Heads of Department

NORTHUMBERLAND
COUNTY COUNCIL
ASHINGTON ST. BENEDICT'S R.C. AIDED MIDDLE SCHOOL
Moor House Lane, Ashington, Northumberland NE63 9LP
Group 5, 9 to 13 Middle School, 238 pupils
Required from January 1, 1981, or earlier if possible.
HEAD OF FRENCH, with ability to help with Girls P.E. A Scale 1 post is available for suitable applicant.

Removal expenses and lodging allowance payable in approved cases.

Application forms obtainable by sending a foolscap S.A.E to the Head Teacher, returnable by August 31, 1980.

Physical Education

Other Posts on Scale 2 and above

BEDFORDSHIRE
NORTHERN AREA
PARK WOOD MIDDLE SCHOOL
Hawk Drive, Bedford.
MK41 7JB
Headmaster : Mr. G. Hubbard
Tel : Bedford 59259
Required for January, 1981, a full time TEACHER of BOYS P.E. Scale 2.

Application forms and further details from the Headmaster. Please apply immediately.

Scale 1 Posts

BEDFORDSHIRE
NORTHERN AREA
PARK WOOD MIDDLE SCHOOL
Hawk Drive, Bedford.
MK41 7JB
Headmaster : Mr. G. Hubbard
Tel : Bedford 59259
Required for September 1980, for the Autumn Term only a full-time TEACHER of BOYS P.E. Scale 1.

Application forms and further details from the Headmaster. Please apply immediately.

BRADFORD (City of)
METROPOLITAN COUNCIL
BIERLEY MIDDLE SCHOOL
(Re-advertisement)
TEACHER required for September to take charge of BOYS' PHYSICAL EDUCATION in a small [illegible] School.

Please indicate any other subject you can offer. This is a Scale 1 post with S.P.A. Allowance.

Application forms may be obtained from the Directorate of Personnel Office, 4th Floor, Provincial House, Market Street, Bradford BD1 1NP.

Further details available from the Headmaster, Bierley Middle School, Bierley House Avenue, Bradford BD4 6BU, to whom application forms should be returned by July 16 1980. Ref. ET 41880/TES

WEST SUSSEX
GENERAL CLASS TEACHER
HEENE C.E. (AIDED) FIRST & MIDDLE SCHOOL
Heene Road, Worthing
Required September, GENERAL CLASS TEACHER for 10/11 year olds.

P.E. and GAMES essential.

Form from and returnable to Headmaster at school on receipt of foolscap S.A.E.

HEADSHIPS

Central Essex Area

Broomfield County Primary School, School Lane, Broomfield, Chelmsford. Group 5, Roll 300, for January, 1981.

North West Essex Area

Great Yeldham, St. Andrew's O/E (Cont.) Primary School, Church Road, Gt. Yeldham, Halstead (Roll 190), Group 4, for September, 1980.

Application forms and details from (foolscap s.a.e. required) County Education Office, Threadneedle House, Market Road, Chelmsford CM1 1LD.

Closing date : 1st August, 1980.

ESSEX
County Council

MIDDLE
continued

Science

Other Posts on Scale 2 and above

OXFORDSHIRE
COUNTY COUNCIL
SHEPHERDS' HILL MIDDLE SCHOOL
Wesley Close, Oxford
(9 to 13) Group 7
N.O.R. 450: S.P.A. allowance

Required for September, 1980, SPECIALIST (Scale 3) responsible for SCIENCE throughout.

Purpose built laboratory, with assistant—Nuffield Combined Course.

School amalgamates in September 1981 on same site.

Please apply by letter to the Head giving curriculum vitae together with names and addresses plus telephone numbers of two educational referees, S.A.E. please.

Scale 1 Posts

BEDFORDSHIRE
NORTHERN AREA
ALBAN MIDDLE SCHOOL
Silver Street, Great Barford
Bedfordshire
Headmaster: Mr. I. G. Thomas
Telephone: Bedford 870736/6

Required for September, 1980: a full-time TEACHER, Scale 1, with ability to teach SCIENCE as a specialism (nine to 13 years). GENERAL SUBJECTS are also required with this post.

Application form and details from the Headmaster (SAE please); please apply immediately.

BEDFORDSHIRE
NORTHERN AREA
ARNOLD MIDDLE SCHOOL
Station Road, Barton Le Clay, Beds.
Tel.: Luton 881392
Headmaster: Mr A. J. Haigh

Required for 1 term from September 1, 1980, temporary specialist TEACHER of SCIENCE. Scale 1. Fully equipped laboratory available. A Scale 2 post is available to a well-qualified and experienced candidate.

Application forms and further details from the Headmaster at the school.

Technical Studies

Scale 1 Posts

STAFFORDSHIRE
EDUCATION COMMITTEE
HOLMCROFT MIDDLE SCHOOL
Tennyson Avenue, Stafford
ASSISTANT TEACHER for TECHNICAL STUDIES (Scale 1/2) required. An ability to organise and be solely responsible for this department essential.

Application forms obtainable from and returnable to the Head Teacher (SAE).

Otherthan by Subject Classification

Scale 1 Posts

NORTHUMBERLAND
COUNTY COUNCIL
ASHINGTON, BOTHAL COUNTY MIDDLE SCHOOL
High Market, Ashington,
Northumberland NE63 8NU
Group 7, Nine to 13 Middle School, [illegible] pupils
Required from January 1, 1981, or earlier if possible, M/W Second Year CLASS TEACHER with an interest in MATHS and SCIENCE. Scale 1.

Removal expenses and lodging allowance payable in approved cases.

Application forms obtainable by sending a foolscap SAE to the Head Teacher, returnable by August 31, 1980.

STAFFORDSHIRE
EDUCATION COMMITTEE
CHESLYN HAY MIDDLE SCHOOL
Saredon Road, Cheslyn Hay,
Walsall WS6 7JQ
ASSISTANT TEACHER (Scale 1), required to join a Third Year teaching team, teaching English/Mathematics · Environmental Science. Approximately 50 per cent of the timetable spent teaching Boys' PE.

Application forms obtainable from and returnable to the Acting Head Teacher at the above school (SAE).

Secondary Education

Headships

HAMPSHIRE
ROMSEY SCHOOL
Greatbridge Road, Romsey
SO5 8ZB
HEAD TEACHER required January 1, 1981, for this Group 10 Comprehensive Mixed School.
(Number on roll September, 1980 : 1,000)

Application form and full details available from the Area Education Office, Southgate House, St. Swithun's Street, Winchester, Hampshire (S.A.E., please), to whom completed forms should be returned by August 1, 1980.

ROCHDALE
(Metropolitan Borough of)
EDUCATION DEPARTMENT
SECONDARY HEADSHIP
Required for January, 1981:
HEAD TEACHER, Group 10
SIDDAL MOOR HIGH SCHOOL
(11 to 18)
Newhouse Road, Hopwood,
Heywood
Telephone: Heywood 69436
Applications are invited from suitably qualified and experienced TEACHERS for the HEADSHIP of Siddal Moor High School, Heywood. The school is a well-established 11 to 18 comprehensive currently having 1,000 pupils on roll.

Application forms and further details are available, on receipt of a foolscap SAE, from the Chief Education Officer, Education Department, PO Box 70, Municipal Offices, Smith Street, Rochdale OL16 1YD, to whom they should be returned on completion. Closing date July 30, 1980.

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
NORTHERN AREA
TRENTHAM HIGH SCHOOL
Allerton Road, Trentham
Stoke-on-Trent ST4 8PQ
Group 9
Age range 12-16 years
Number on Roll: 891
Required for January 1981, HEAD TEACHER for this Group 9 Comprehensive School.

Forms of application and further particulars are obtainable, on receipt of a foolscap stamped addressed envelope, from the Area Education Officer, P.O. Box 23, Unity House, Hanley, Stoke-on-Trent ST1 4QP, to whom completed forms should be returned not later than July 29 1980.

Deputy Headships Senior Masters/Mistresses

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
STANTONBURY CAMPUS
DEPUTY HEAD—RESOURCES
(Salary equivalent to Deputy Head Group 12)
Required as soon as possible, a DEPUTY HEAD to be responsible for the further development of Campus Resources. These centre upon a large Library and Resource Area with excellent facilities for the production of curriculum materials created by staff and used throughout the Campus Schools and Community education programme.

All other resources, particularly video, are included within the responsibility of this post, together with computerised systems of financial administration, and the oversight of student-teacher practices. Applications are invited from experienced teachers who have a proven record in curriculum development, resource-based learning and administration.

Stantonbury Campus is one of a number of large school and community campuses which work together to service the needs of the new city of Milton Keynes. It is anticipated that it will provide secondary education for 4,500 students in the age range 12 to 19, distributed through three schools of 1,500 students each. The schools share the facilities of an extensive Central Resources Area on the site in addition to their own provision.

As a result of close cooperation with local authorities, a large Leisure Centre, Theatre, Music Centre, Health Centre, Ecumenical Centre, Community College, Youth Centre, shopping and recreational facilities are all an integral part of the campus.

For further details and an application form please send a stamped addressed foolscap envelope to Geoffrey Cooksey, M.A., Director, Stantonbury Campus, Stantonbury, Milton Keynes MK14 6BN Tel: Milton Keynes (0908) 314066.

The Milton Keynes Development Corporation is making houses to rent available to teachers. Subject to the County Council's regulations generous removal expenses and board and lodging allowances are payable.

County of Cleveland

PRIMARY SCHOOL

SCALE 2 POST (NURSERY)

SACRED HEART R.C. PRIMARY SCHOOL
Hart Lane, Hartlepool, Cleveland TS26 8NL

Required for January, 1981, or earlier if possible, a teacher to be in charge of this 39 place nursery class which is accommodated in adapted premises within the main school. The person appointed will work with two qualified nursery assistants. A practising Catholic would be preferred.

Financial assistance with household removal expenses is available in approved cases.

Application may be made by letter or on application forms obtainable from the Head Teacher at the address shown above. Applications by letter should include detailed information regarding education, training, qualifications and experience, together with the names and addresses of two referees.

Letters of application and completed application forms should be submitted direct to the Head Teacher not later than 25th July, 1980.

DERBYSHIRE
NOEL-BAKER SCHOOL
Bracknell Drive, Alvaston,
Derby DE2 0BR
1,900 Boys and Girls
Required for January, 1981: a DEPUTY HEAD TEACHER (Group 15) to be responsible for girls' welfare.

Further particulars and forms of application from the Headmaster on receipt of a SAE.

ESSEX
MOULSHAM HIGH SCHOOL
Brian Close, Chelmsford
Telephone : Chelmsford 60101
(Roll 1,618)
SENIOR MASTER / MISTRESS (Group 12) required January 1981 to be in charge of Upper School (fifth and sixth years).

Curriculum vitae and names of referees to the Head Teacher S.A.E., please).

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
TONBRIDGE AND MALLING DIVISION
HOLMESDALE SCHOOL
Malling Road, Snodland, Kent
Mixed High School
Roll: 779
Group: 9
Applications are invited for the post of DEPUTY HEADTEACHER which becomes vacant owing to the retirement of the present holder. The appointment to take place from January 1, 1981.

Applications by letter including curriculum vitae and names and addresses of 2 referees to the Headmaster at the school, to arrive no later than the 21st July 1980.

SUFFOLK
STOKE HIGH SCHOOL
(11-16 Mixed Comprehensive
Roll 928)
Maidenhall Approach
Ipswich IP2 8PL
DEPUTY HEAD TEACHER required at this Group 10 School from January 1981. The vacancy arises upon the promotion of the present holder to a Headship.

Forms and further details available from Head Teacher at the school. (S.A.E. please.)

Remedial Posts

Other Posts on Scale 2 and above

SEFTON
(Metropolitan Borough of)
EDUCATION COMMITTEE
ST. CATHERINE'S R.C. HIGH SCHOOL
Copy Lane, Bootle, Merseyside
L30 7PQ
Re-advertisement
HEAD of REMEDIAL (Scale 3) required as soon as possible or January 1981.

A specialist qualified in the teaching of slow learners would be considered an advantage, as well as a willingness to undertake some Religious Education teaching with one class.

Apply immediately by letter to the Headmistress of the school, enclosing curriculum vitae, names and addresses of two referees, and a S.A.E.

Scale 1 Posts

BRENT
(London, Borough of)
NEASDEN HIGH (MIXED) SCHOOL
Quainton Street, NW10
Headmaster: Mr. M. R. H. Piercy
Comprehensive, 11-18 school, six forms of entry (Roll 970), Serving a multi-ethnic area of Neasden and Wembley. School opened in 1973 and buildings completed in 1978, offer excellent facilities. The school is "traditional" in its ethos and organization.

Required from September, TWO TEACHERS (Scale 1) for temporary (One Year) appointments in COMPENSATORY EDUCATION, to teach small classes and some withdrawal groups of less able pupils, mainly in Years 1-3. Readiness to teach HISTORY to younger pupils for part of the week would be a recommendation. Probationary teachers will follow a reduced timetable and will be supported by an induction scheme. The London Allowance of £609 is payable.

Candidates should apply by letter to the Head of the school within 7 days giving age, present post, qualifications, experience and references, enclosing s.a.e. for reply.

CAMBRIDGESHIRE
CAMBRIDGE AREA
WORK EXPERIENCE UNIT
Waterbeach
Applications are invited for the post of TEACHER Scale 1 to commence in September or as soon as possible.

See under Special Scale 1.

HAMPSHIRE
ST VINCENT SCHOOL
Mill Lane, Gosport
Comprehensive mixed—1,220 on roll
Required September
REMEDIAL EDUCATION and ENGLISH (to "O" level)—Scale 1.

Send curriculum vitae, names/addresses of two referees and S.A.E. to Head.

NEWHAM
(London Borough of)
CUMBERLAND SCHOOL
Prince Regent Lane, Plaistow
E13 8SJ
Head Teacher : J. A. McDonald, M.A.
Number on roll 1,200
TEACHER of REMEDIAL EDUCATION, Scale 1
Required September 1980 or as soon as possible.

Pupils with learning difficulties are taught in small groups. Candidates should state what other subjects they can offer.

London Allowance £609 plus Social Priority Allowance £201-£276.

Application forms available from the Head Teacher, to whom completed forms should be returned by July 25, 1980.

Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:
GROVE COMPREHENSIVE SCHOOL
London Road, New Balderton,
Newark, Notts NG24 3AL
Headmaster: C. N. Bates, BA
Mixed, 1,140 (11 to 18)
For September: TEACHER (Scale 1) to join team of REMEDIAL STAFF. Well-established, progressive department. Interest in aspects of reading development welcomed.

Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

RICHMOND UPON THAMES
(London Borough of)
TEDDINGTON SCHOOL
(11 to 16 comprehensive, 880 boys)
Broom Road, Teddington,
Middlesex TW11 9PJ
Headmaster: J. H. W. Oliver, M.A. (Oxon)
Required for September, 1980 REMEDIAL TEACHER also able to offer ENGLISH for junior forms. Pupils are withdrawn from lessons in very small groups for remedial help.

Initially the post will be for one year but it may become permanent.

Scale 1 plus Outer London Allowance of £408.

The school, which is in a very attractive area, stands beside a pleasant reach of the Thames with its own grounds extending to the bank of the river.

Apply by letter immediately to the Headmaster at the school giving telephone number, qualifications, experience and the names of two referees.

By Subject Classification

Art and Design

Heads of Department

NEWHAM
(London Borough of)
EASTLEA SCHOOL
Hilda Road, London E16 6NP
Head Teacher : Mr. D. T. Taaffe
Number on Roll : 1,118
HEAD of DESIGN (Scale 4)
Required September, 1980, or as soon as possible thereafter :

Applications are invited from suitably qualified and experienced TEACHERS of HANDICRAFT for this post in an eight-form entry, Mixed, 11-18 Comprehensive school offering well-established examination courses and facilities.

London Allowance £609, plus Social Priority Allowance £201-£276.

Visits welcome. Telephone : 01-474 5808.

Application forms/further particulars available from the undersigned to whom completed forms should be returned by July 28, 1980.

Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

Scale 1 Posts

BERKSHIRE
WESTGATE COUNTY SECONDARY SCHOOL,
Cippenham Lane, Slough, Berks.
N.O.R. 620
Required for September 1980 TEACHER of POTTERY (Scale 1). Ability to teach 3D work and/or Technical Drawing would be an advantage. There are established courses at GCE "O" level and CSE courses.

Letters of application to the Headteacher with names and addresses of two referees (S.A.E.).

BRENT
(London Borough of)
ALPERTON HIGH (MIXED) SCHOOL
Stanley Avenue, Wembley HA0 4JE
(Roll: 1,400, 11-18, 200 in 6th Form)
Head Teacher: Mrs. J. Dunn, B.Ed.
Required in September for this Comprehensive School—TEACHER of GRAPHICS and DESIGN ILLUSTRATION (Scale 1). An exciting opportunity exists to join an expanding field within the school. We are looking for someone who can contribute to the area of graphic communications within the Creative Arts subjects.

London Allowance of £609 per annum is payable and there is a scheme for assistance with removal expenses including legal fees etc., travelling and lodging allowances.

Candidates should apply by letter to the Head of the School within 7 days giving age, present post, qualifications, experience and references, enclosing s.a.e. for reply.

EALING
London Borough
EDUCATION SERVICE
BRENTSIDE HIGH SCHOOL
Greenford Avenue, Hanwell, London W7 1JJ
Required for September 1980, a TEACHER of DESIGN and TECHNOLOGY to join a lively department that has developed Graphic Communication, Design Technology and Creative design courses up to "A" level. The successful candidate will be responsible for his own teaching base. A Special interest in Graphic Communication and Design would be an advantage.

London Weighting £609.

Apply by letter to the Headmaster as soon as possible (S.A.E.).

HAMPSHIRE
RINGWOOD COMPREHENSIVE SCHOOL
Manor Road, Ringwood
N.O.R. 916
Scale 1. Temporary TEACHER of ART. Required September 1980.

Application and curriculum vitae with S.A.E. to Headteacher. Telephone Ringwood 3712.

HARINGEY
(Borough of)
TOTTENHAM SCHOOL
Selby Road, London N17 8JN
Telephone : 01-808 4306
Mixed Comprehensive School of 1,150 for the age range 11 to 18. A TEACHER for ART required, preferably for September, 1980, although teachers not available until January, 1981, will be considered.

Applications are sought from teachers offering a versatile range of specialist skills, preferably with experience of work to CSE, "O" and "A" level and CSE standard. The department comprises five specialist art rooms including pottery, three-dimensional work, textiles, painting, drawing and a general studio. There is also a well-equipped darkroom.

Applications, as soon as possible, by letter to the Headmaster in the first instance, with curriculum vitae, stating names and addresses of two professional referees.

London Allowance (£609) payable.

Removal expenses: 100 per cent allowed in approved cases.

LEICESTERSHIRE
WREAKE VALLEY COLLEGE
Parkstone Road, Syston
Leicester
(In the Leicestershire plan for the reorganisation of secondary education, Upper 14 to 18)
(Roll 1,250)
DESIGN, Scale 1.

Required, August. For high and Upper School courses. Some versatility required and knowledge of some of the following : SILVERSMITHING, JEWELLERY, GENERAL METALWORK, TECHNICAL DRAWING, and WOODWORK.

Further details from the Head.

Apply immediately (no forms), with full particulars and the names and addresses of two referees (s.a.e.).

NEWCASTLE upon Tyne
(City of)
EDUCATION COMMITTEE
WALBOTTLE HIGH SCHOOL
TEACHER of ART and LIGHT CRAFTS (Scale 1 post)
Required from September, 1980, a well-qualified TEACHER of ART and LIGHT CRAFTS for appointment to a Scale 1 post to join the staff of the Faculty of Creative and Vocational Subjects at this county Co-educational Comprehensive High School.

Art courses are established at C.S.E. "O" and "A" level.

Application forms and further particulars obtainable from and returnable to the Head Teacher, Walbottle High School, Walbottle, Newcastle upon Tyne NE15 9TP, by July 25, 1980.

NEWHAM
(London Borough of)
BRAMPTON MANOR SCHOOL
Roman Road, E6 3SQ
Number on roll : 1,500
Head Teacher : Mr. D. Williams, M.A.
Required September, 1980 :
TEACHER of POTTERY (Scale 1)
London Allowance £609.

Application forms/further details available from the Head Teacher to whom completed forms should be returned by July 25, 1980.

Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

REDBRIDGE
(London Borough of)
HAINAULT HIGH SCHOOL
Harbourer Road, Hainault,
Ilford IG6 3TN
Telephone: 01-500 4266
Head: J. I. Westbury, MEd. DipTh
Required from September, 1980, or as soon as possible thereafter, an ASSISTANT ART TEACHER (Scale 1 with Outer London Allowance) to teach art in the Lower School (Years 1 and 2) which is situated on a separate site. A willingness to help with clubs will be an asset. The post would suit a teacher seeking a first appointment.

Please apply to the Head at the school giving full details of age, qualifications, education and experience (if any) and the names and addresses of two referees.

REDBRIDGE
(London Borough of)
WOODBRIDGE HIGH SCHOOL
St Barnabas Road
Woodford Green IG8 7DH
Telephone: 01-504 9618
Head: A. C. R. Duke, M.A.
Woodbridge High School is a well-established seven-form entry 11 to 18 years comprehensive school. It is on a single site and in a largely residential area near Woodford Central Line underground station.

Applications are invited for the post of TEACHER of ART and CRAFT.

Intending applicants should be able to offer a range of activities. Interest in three-dimensional work an advantage.

The post is a permanent one within the Authority, the teacher serving in the first instance at Woodbridge High School and is at Scale 1 with Outer London Allowance.

Please apply by letter to the Head of the school giving full details of age, education, qualifications and experience (if any) and the names and addresses of two referees.

Candidates seeking a first appointment are welcome to apply.

SURREY
EDUCATION COMMITTEE
HOWARD OF EFFINGHAM SCHOOL
Effingham
(1,100 on roll, 12 to 18, mixed, comprehensive)
Required September or January :—ART TEACHER to join well-established department offering courses to CSE, "O" and "A" level. First appointments considered. Scale 1.

Apply to the Head, telephone Bookham 53694.

SURREY
MORE HOUSE SCHOOL
See advertisement under ART and DESIGN.

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
HEMSWORTH HIGH SCHOOL
(13 to 18) Mixed Comprehensive
N.O.R. 1,398
Required for September, 1980, a Scale 1 TEACHER of ART, to teach up to and including "A" level.

Application forms available from Chief Education Officer, Education Department, 8 Bond Street, Wakefield to be returned as soon as possible.

Commercial Subjects

Other Posts on Scale 2 and above

BEDFORDSHIRE
NORTHERN AREA
WOOTTON UPPER SCHOOL
Hall End Road, Wootton
Bedfordshire
Headmaster : Mr. S. Clews
Required for January, 1981, an Assistant TEACHER of BUSINESS STUDIES at this developing rural Upper School for pupils aged 13 to 18 which opened in new buildings in 1975. In January, 1981, there will be approximately 1,040 on roll including 150 in the Sixth Form. Scale 2 for a suitable applicant.

The Business Studies Department offers Typewriting, Shorthand, Office Practice, Economics and Accounts to C.S.E., R.S.A., "O" and "A" levels. Applicants are sought who are able to offer two or more of these subjects.

Application forms and further details available from the Headmaster at the school. Closing date : 14 days after the appearance of this advertisement. Telephone : Bedford 767125.

SURREY
EDUCATION COMMITTEE
WOKING COLLEGE
Required September, full-time TEACHER for Shorthand, TYPEWRITING (to R.S.A. Stage 3), OFFICE PRACTICE, etc.

Scale 2 for suitably qualified applicant.

Apply to the Principal, telephone : Woking 61036.

Scale 1 Posts

BEDFORDSHIRE
SOUTHERN AREA
HALYARD HIGH SCHOOL
High Street, Leagrave, Luton
Headmaster
Mr. D. Hound, B.A.
Required for September 1980, or as soon as possible afterwards, full time TEACHER of COMMERCIAL SUBJECTS at this 11 to 16 mixed comprehensive school of 1,000 pupils. The department is very well equipped and courses are taken up to C.S.E. and R.S.A. standard. Applicant will be expected to offer typewriting and office practice. Ability to teach Mathematics in the lower school would be an advantage although this is not essential.

Council accommodation may be available in certain cases.

Further details and application forms obtainable from and returnable to the Headmaster. (S.A.E. please).

CROYDON
(London Borough of)
SYLVAN HIGH
Maberley Road
London SE19 2JH
Telephone : 01-771 2361
Tenable : September 1, 1980
TEACHER required for COMMERCE/ECONOMICS to "O" level and C.S.E., also to teach some MATHEMATICS. Sylvan High is a new purpose-built 11 to 16 years comprehensive school.

Salary : Burnham Scale 1 with London Area Allowance.

Please send S.A.E. for application form from and returnable to the Head Teacher at the above address as soon as possible.

HAMPSHIRE
OAK FARM SCHOOL
(Comprehensive Mixed)
Chaucer Road, Farnborough,
Hampshire
Number on roll 945
Required for September, 1980, TEACHER of BUSINESS STUDIES, Scale 1 post.

Curriculum vitae (with stamped addressed envelope) for further details please to Headteacher within one week of appearance of this advertisement.

MERTON
(London Borough of)
EDUCATION COMMITTEE
RICARDS LODGE HIGH SCHOOL
Lake Road, Wimbledon
London SW19 7HB
Headmistress: Miss R. D. Whale, M.A.
Telephone 01-946 2208
Age range: 13-18 years
Number on Roll: 700 of whom 100 are in the Sixth Form.
Required for September 1980, a TEACHER of BUSINESS STUDIES to join an active department in this Girls' Comprehensive High School, and teach courses in the fourth, fifth and sixth years. Subjects needed are Typewriting, Commerce, Office Practice and Secretarial Duties. There is also the possibility of teaching Shorthand and Accounts. A Scale 2 post could be available for a well qualified and experienced applicant, but a beginner will also be very well considered.

London Allowance £609. Legal expenses and assistance towards removal expenses will be considered in approved cases.

Write or telephone at once for application forms and further particulars. Please enclose a stamped addressed envelope.

Closing date: As soon as possible.

Domestic Subjects

Heads of Department

HAVERING
(London Borough of)
THE NEAVE SCHOOL
Settle Road, Harolds Hill, Romford, Essex
(Roll 807 Co.Ed)
Telephone: Ingrebourne 71334
Head Teacher: J. B. Quinn, M.A.
HEAD of HOME ECONOMICS Department, Scale 3.
Green, IG8 7DH
For further details see our display advertisement under secondary vacancies.

Sevenoaks Division

LONGFIELD C.E.
MIDDLE SCHOOL
Longfield, Dartford, Kent
Group 7

Head Teacher

required for January, 1981.

Further information and application forms from Divisional Education Office, 66 London Road, Sevenoaks. Please enclose s.a.e.

Closing date 1st August, 1980.

KENT COUNTY COUNCIL

SECONDARY
Domestic Subjects
continued

Other Posts on Scale 2 and above

EAST SUSSEX
HAILSHAM SCHOOL,
Battle Road, Hailsham, East Sussex BN27 1DT
(Mixed Comprehensive, 11 to 18, 1,800 on roll)
Required from September, or as soon as possible thereafter, HOME ECONOMICS TEACHER (Scale 2) to be responsible mainly for Needlecraft in an outstanding Department with excellent facilities.
Relocation grants available in approved cases.
Further information and application forms (S.A.E. please) from the Headmaster.

Scale 1 Posts

BERKSHIRE
DAVIES COURT SCHOOL
Gloucester Avenue
Slough SL1 3AH
(Roll 570)
Required September 1980: TEACHER of HOME ECONOMICS and NEEDLECRAFT (Scale 1) to assist in these subjects and one other, preferably Biology or English.
Applications to the Head Teacher at the school (S.A.E.).
Closing date, July 21.

BRENT
(London Borough of)
AYLESTONE HIGH (MIXED) SCHOOL
Aylestone Avenue, NW6 7AD
Roll 1,380, 11 to 18 Multi-ethnic, Social Priority School
Headmaster: Brian [illegible], B.A.
Required from September TEACHER of HOME ECONOMICS (Scale 1). (An interest in Child Care and/or Needlework would be an advantage). Applications are invited from newly qualified teachers. Scale 2 available for suitably experienced teacher. Candidates are invited to visit the school before application.
London Allowance of £609 per annum is payable and there is a scheme for assistance with removal expenses including legal fees etc., travelling and lodging allowances.
Candidates should apply by letter to the Head of the School within 7 days giving age, present post, qualifications, experience and references, enclosing S.A.E. for reply.

CROYDON
(London Borough of)
LADY EDRIDGE GIRLS HIGH
Clifton Road, London SE25 6PY
Telephone: 01-771 1531/2
Tenable: 1st September 1980
Required in September a TEACHER for HOME ECONOMICS for this 11-18 girls comprehensive school. Ability to teach NEEDLEWORK an advantage but not essential.
Salary—Burnham Scale 1 with London Area Allowance.
Please send S.A.E. for application form from and returnable to the Head Teacher at the above address as soon as possible.

CROYDON
(London Borough of)
OVERBURY HIGH
Overbury Crescent
New Addington, Croydon CR0 0AS
Telephone 40-42152/3
Tenable September 1, 1980.
TEACHER of HOME ECONOMICS with some NEEDLEWORK required in this high school.
Salary—Burnham Scale 1 with London Area Allowance.
Please send S.A.E. for application form from and returnable to the Head Teacher at the above address as soon as possible.

ENFIELD
(London Borough of)
HOLY FAMILY CONVENT SCHOOL
London Road, Enfield, Middlesex EN2 6BL
(Girls' Comprehensive
11 to 14 age group)
Required for September, 1980, TEACHER of HOME ECONOMICS (Scale 1). The applicant would be the third member of a very enthusiastic department.
London Allowance payable £408 per annum. Consideration given to assistance with removal and relocation costs, temporary housing and two homes allowance.
Application forms (stamped addressed foolscap envelope) obtainable from the Headteacher to whom they should be returned as soon as possible.

HAVERING
(London Borough of)
MAYLANDS SCHOOL
(Roll 680 Girls)
Broadstone Road, Hornchurch RM12 4AJ
Telephone Hornchurch 41557
Head Teacher: Mrs. M. I. Hoover, B.Ed.
Temporary TEACHER of HOME ECONOMICS, Scale 1, during the maternity leave of absence.
For further details see our display advertisement under secondary vacancies.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DOVER DIVISION
SANDWICH SECONDARY SCHOOL
Dover Road, Sandwich
(800 mixed, Group 10)
Required September, TEACHER of HOME ECONOMICS for work throughout the school to C.S.E. and "O" level G.C.E. A Child Care Course is included in the work. Scale 1.
Letter of application to the Headmaster at the school with full curriculum vitae with the names and addresses of two referees.

LIVERPOOL
ASSISTANT (SCALE 1)
HOME ECONOMICS
NEW HEYS COMPREHENSIVE SCHOOL (MIXED)
Heath Road
Liverpool L19 4TN
Required for September.
Forms available from (S.A.E.) and returnable to the Head Teacher quoting reference P & M 742(b). Closing date, July 21.

LONDON, S.W.1
GREY COAT HOSPITAL
Greycoat Place, Westminster
(Voluntary aided Church of England School: 900 girls)
Required for September: a qualified ASSISTANT to share teaching of NEEDLECRAFT in the Lower School (11 to 14 years) part time (three days a week) for one year. It will be an advantage if applicants can also offer Cookery.
Apply by letter to the Headmistress sending curriculum vitae and names of two referees as soon as possible.

REDBRIDGE
(London Borough of)
CHADWELL HEATH HIGH SCHOOL
Christie Gardens, Chadwell Heath, Romford, Essex.
Telephone 01-599 2600. Head: Mrs D. Watkins, B.Ed.
Required from September 1980 or as soon as possible thereafter Scale 1 (with Outer London Allowance) TEACHER of HOME ECONOMICS and NEEDLEWORK at this six form entry mixed 11-18 single site comprehensive school.
Opportunity to teach Home Economics to the full age and ability range, including C.S.E. examination work. Needlework with lower school only.
Applications from teachers seeking a first appointment welcomed. Application forms from the Head at the School.

RICHMOND UPON THAMES
(London Borough of)
WALDEGRAVE SCHOOL FOR GIRLS
Twickenham
This 11 to 16 comprehensive school drawing girls from a wide residential area will be established in September, 1980, by the amalgamation of Kneller and Twickenham Girls' Schools. In its early years the school will use the sites of both contributory schools, but by 1984 will be a six-form entry school using only the Kneller site. At least for next year staff appointed are likely to serve exclusively at one or other site.
Required for September, 1980, TEACHER for HOME ECONOMICS, Scale 1, unestablished.
The courses are predominantly cooking and nutrition but a candidate is required with an interest in Needlework. Excellent modern facilities with teaching to "O" level and C.S.E.
Forms (foolscap S.A.E.) from Director of Education, Regal House, London Road, Twickenham TW1 3QB should be returned by Monday, July 21, to the Headmistress, Waldegrave School, care of Twickenham School, Clifden Road, Twickenham TW1 4LT.

SURREY
EDUCATION COMMITTEE
COURT LODGE COMPREHENSIVE
Horley
(12 to 18)
HOME ECONOMICS TEACHER required. Scale 1
Apply to the Head, telephone Horley 3016.

Economics

Scale 1 Posts

BEDFORDSHIRE
SOUTHERN AREA
MANSHEAD UPPER SCHOOL
Dunstable Road
Caddington, Beds
Headmaster
Mr. L. P. Banfield, J.P., M.A.
ECONOMICS
Required for September 1980, well qualified ECONOMICS GRADUATE to teach the subject to "A" level. Scale 1.
Please state second teaching subject.
Manshead is a 13 to 18 mixed voluntary controlled comprehensive upper school situated on the southern edge of Dunstable, in purpose-designed buildings and with a well established sixth form.
Further details and application forms obtainable from and returnable to the Headmaster (S.A.E. please).

BROMLEY
(London Borough of)
KELSEY PARK SCHOOL FOR BOYS
Manor Way, Beckenham, Kent
Required for September: a TEACHER of ECONOMICS with some HISTORY (Scale 1). London Area Allowance.
There are well-developed courses in both subjects to "A" level, "O" level and C.S.E., and the successful candidate will be required to assist with teaching for these examinations.
This is a six form entry school recruiting a full range of ability.
Application is by letter to the headmaster at the school, giving details of two referees.

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
STANTONBURY CAMPUS
Please see post advertised under SECONDARY EDUCATION—MATHEMATICS, SCALE 1 posts, offering interesting opportunity for non-specialist mathematics.

ENFIELD
(London Borough of)
KINGSMEAD SCHOOL
Southbury Road, Enfield, Middlesex EN1 1YQ
(Mixed Comprehensive: Roll 1,300)
Required for September, 1980, or as soon as possible thereafter, TEACHER of ECONOMICS. Scale 1.
This is an excellent opportunity for a Graduate in Economics or with a substantial Economics component, to teach the subject to "O" and "A" level and to assist with Commerce to "O" level and C.S.E.
London Allowance payable £408 per annum. Consideration given to assistance with removal and relocation costs, temporary housing and two homes allowance.
Application forms (stamped addressed foolscap envelope) obtainable from the Head Teacher, to whom they should be returned as soon as possible.

ESSEX
SOUTHEND HIGH SCHOOL FOR GIRLS
Southchurch Boulevard
Southend-on-Sea SS2 4UZ
Telephone: Southend 588853
(Roll 760)
ECONOMICS TEACHER (Scale 1)
Graduate required to teach Economics to "A" level. State other subject(s). Post suitable for new entrant.
Curriculum vitae and names of referees to the Head Teacher (S.A.E., please).

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for September 1980:
WOLVERHAMPTON GIRLS' HIGH SCHOOL
ECONOMICS
Scale 1 GRADUATE required to teach ECONOMICS to "A" level and some History to "O" level in this highly selective girls' school.
Application forms available from the Director of Education, Education Department, Civic Centre, St. Peter's Square, Wolverhampton WV1 1RR, to whom they should be returned within 10 days of this advertisement. (S.A.E. please.)

English

Heads of Department

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
KINGSTON UPON HULL DIVISION
BRANSHOLME HIGH SCHOOL
Midmere Avenue, Leads Road, Hull
Head: G. B. Daniels, M.A.
Required for September, 1980, a suitably qualified and experienced TEACHER as HEAD of ENGLISH FACULTY (Scale 4).
This is a sixteen-form entry comprehensive school for boys and girls aged 13 to 18 years with excellent facilities for drama, including a theatre and purpose built audio-visual suite.
Application forms and further particulars may be obtained from the Head to whom completed forms should be returned by July 25.

WALSALL
METROPOLITAN BOROUGH
EDUCATION COMMITTEE
T. P. RILEY COMPREHENSIVE SCHOOL
Lichfield Road, Bloxwich, Walsall, West Midlands
The following post is required for January, 1981:
HEAD of ENGLISH (Scale 4) who is an able and energetic teacher, to organise and lead this large department. Candidates must have a record of successful teaching to Advanced level.
Closing date: July 22, 1980.
Application should be made by letter to the Head Teacher of the school giving the names and addresses of two referees and enclosing S.A.E.

Other Posts on Scale 2 and above

BERKSHIRE
WARREN FIELD COMPREHENSIVE SCHOOL
Long Readings Lane, Slough.
N.O.R. 800.
Required for September 1980 TEACHER of ENGLISH (Scale 1/2) to share work up to CSE/GCE "O" level. For an experienced teacher the appointment could be made on salary scale 2. Newly qualified teachers are also invited to apply.
Please write to the Headmaster at the school giving details of education, qualifications and experience and names of two referees (S.A.E.).

BRENT
(London Borough of)
JOHN KELLY GIRLS' HIGH SCHOOL
Crest Road, NW2 7SN
(Roll 900, 11 to 16, Social Priority School)
Required from January or earlier if possible—
TEACHER of ENGLISH with responsibility for Spoken English and Drama (Scale 2). Applications are invited from well qualified teachers with good experience to develop all aspects of this work throughout this multi-racial, multi-cultural school. Responsibilities would include help with pupils returning from E.F.L. groups, preparation for C.S.E. oral and discussion, training in public speaking and an annual drama production. The successful applicant will be expected to work hard to uphold the high standards of work and discipline already in existence in the school.
London allowance of £609 per annum is payable and there is a scheme for assistance with removal expenses including legal fees, etc., travelling and lodging allowances.
Candidates should apply by letter to the Head of the school within seven days, giving age, present post, qualifications, experience and references, enclosing S.A.E. for reply.

KIRKLEES
METROPOLITAN COUNCIL
HOWDEN CLOUGH HIGH SCHOOL
Windmill Lane, Batley
West Yorkshire WF17 0LD
(Ref B1a)
Required for January, 1981, a well-qualified TEACHER to act as Second in the ENGLISH Department. The post is offered at Scale 3.
At present the school is an 11 to 16 non-selective girls' High school of 1,200 pupils but it is anticipated that in September, 1981, the school will become an 11 to 18 Girls' Comprehensive School.
Application forms and further particulars are available from the Headmaster at the school to whom completed forms should be returned as soon as possible.

LINCOLNSHIRE
BOSTON GRAMMAR SCHOOL
(Roll 560)
Required as soon as possible GRADUATE to teach ENGLISH to "A" level in this selective Boys' School (11-18). Help with extra-curricular activities very welcome. Scale 1 for suitable teacher.
Write to the Headmaster at the School, South End, Boston, Lincs, PE21 6JY, giving curriculum vitae and names of two referees as soon as possible.

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
NORTHERN AREA
WESTWOOD HIGH SCHOOL
Westwood Hall, Leek, Staffs, ST13 8NP
(Group 11. Age range 11 to 18 years. Number on roll 1,200)
SECOND in ENGLISH DEPARTMENT. Scale 3. A well-qualified TEACHER of ENGLISH is required for January, 1981, to help organise a department of eight specialist teachers.
The post gives an opportunity to teach pupils of 11 to 18 years, of all abilities, in a department where work is organised thematically by a co-operative system of work preparation. Help with drama productions could be useful.
Letters of application should be sent at once to the Head Teacher, from whom further particulars can be obtained.

WALSALL
METROPOLITAN BOROUGH
EDUCATION COMMITTEE
T. P. RILEY COMPREHENSIVE SCHOOL
Lichfield Road, Bloxwich, Walsall, West Midlands
The following post is required for January, 1981:
Required following the promotion of the present holder, SECOND in ENGLISH DEPARTMENT (Scale 3), with a proven record of successful teaching.
Closing date: July 22, 1980.
Application should be made by letter to the Head Teacher of the school, giving the names and addresses of two referees and enclosing an S.A.E.

Scale 1 Posts

BEDFORDSHIRE
NORTHERN AREA
HARLINGTON UPPER SCHOOL
Goswell End Road
Harlington LU5 6NX
Headmaster: Mr. N. B. Lunn
Required for September 1980 a full-time GRADUATE of ENGLISH, Scale 1; there may well be some "A" level work available for the successful candidate.
Please apply immediately to the school for application forms and further details. Telephone Toddington 4260.

BEXLEY
(London Borough of)
ERITH SCHOOL
Avenue Road, Erith, Kent, DA8 3BN
Tel.: Erith 48231/6
11-form entry covering entire ability range: 200 in Sixth Form
Established 1967
Required for September 1980, a TEACHER of ENGLISH, Scale 1, to join a department teaching across the age and ability range to the joint 16 plus, G.C.E./C.S.E. examinations, C.E.E. and G.C.E. "A" level. Drama is also taught across the range 11-16 to C.S.E. level.
L.A.A. £408. Assistance with removal expenses, legal fees and disturbance allowance can be considered.
Requests for application forms (enclosing foolscap s.a.e.) should be sent to the Headmaster.

DUDLEY
METROPOLITAN BOROUGH
THE HIGH PARK SCHOOL
Park Road, West, Stourbridge
West Midlands DY8 3NQ
11-16 Co-educational Comprehensive: 875 on Roll
Required for September 1980, or as soon as possible thereafter, TEACHER of ENGLISH and REMEDIAL WORK throughout the school. Ability and willingness to assist with non-examination basic skills work in Upper School an advantage.
(Re-advertisement)
Further particulars and application forms from the Headmaster.

HAVERING
(London Borough of)
HARROW LODGE SCHOOL
Hyland Way, Hornchurch, Essex
(Roll 750 Boys)
Telephone: Hornchurch 57041
Head Teacher: W. S. Youll-Richards, B.A.
Temporary TEACHER of ENGLISH Scale 1, during the maternity leave of absence.
For further details see our display advertisement under secondary vacancies.

HEADSHIP

Basildon/Brentwood Area

Fryern School, Craylands
Basildon (Roll 1,445, Group 12)
For January, 1981.

Application forms and details from (foolscap s.a.e. required), County Education Officer, Threadneedle House, Market Road, Chelmsford CM1 1LD.

Closing date: August 1, 1980.

ESSEX
County Council

CRANBROOK SCHOOL
Kent

APPOINTMENT OF HEAD

The Governors invite applications for the Headship which will fall vacant from September 1, 1981.

The School was founded in 1520 and is now Voluntary Aided (Group 11). There are 730 pupils, boys and girls, aged 13 to 18, of whom 300 are boarders. Nearly all take three "A" levels.

Forms of application and further details are available from the Clerk to the Governors, Cranbrook School, Cranbrook, Kent TN17 3JD. Applications should be received not later than October 10, 1980.

Leicestershire

SYSTON WREAKE VALLEY COLLEGE
(A Leicestershire Plan
11 to 18 Upper School and Community College)

PRINCIPAL

Group 12 (Plus allowance of £1,234 p.a.)

Principal required in January 1981 for this ten year old co-educational Upper School and Community College (estimated NOR January 1981—1,314, including 411 in the 11 to 14 age range). We are looking for someone with previous experience at a senior management level in schools, a good grasp of school organization and curriculum and a sensitive concern for the educational needs of the individual student and of the community as a whole, to lead this College in the next stage of its development.

Details on request (S.A.E.).

Apply (no forms) with full particulars and names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester, LE3 8RF by July 22, 1980.

The Borough is within easy reach of Central London and bordered by Epping Forest. London Addition to salary payable.

REQUIRED FOR JANUARY 1981

Heathcote High School
Normanton Park, London, E4 6ES
Head Teacher: Mr K. A. Rose, B.A.

Deputy Head Teacher Group 9

plus extra allowance and outer London addition. Inclusive salary £8,550 to £9,415 (Award Pending). Applications are invited from well qualified and experienced teachers for the post of Deputy Head Teacher in this mixed comprehensive high school (11 to 14 years 720 on roll). The successful candidate will be involved in the day to day running of the school, have an interest in the curriculum development and participate in general policy making.

Application form and further details available on receipt of S.A.E. from Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E10 5QJ.

Closing date July 25, 1980.

Waltham Forest

LONDON BOROUGH OF ENFIELD
WINCHMORE SCHOOL (Roll 1,420)
(Mixed Comprehensive)
Laburnham Grove, Winchmore Hill, London N21 3HS

DEPUTY HEAD TEACHER AND SECOND MASTER/MISTRESS

Applications are invited from suitably qualified and experienced teachers for appointment to this one-site mixed school of 1,420 pupils aged 11 to 18. There is a large sixth form.

The posts are vacant following promotion of the holders.

Enfield is a North London Borough adjoining the Green Belt with easy access to Central London.

London Allowance payable, £408 per annum.

Consideration given to assistance with removal and relocation costs, temporary housing, and two homes allowance.

Application forms and further details obtainable from the Head Teacher, to whom they should be returned by July 25, 1980. Teachers who applied in response to the advertisements of May 16 and 23, 1980, need not ask for details. Amended details will be sent to them. Telephone 01-360 7773.

SECONDARY
English
continued

HAVERING
(London Borough of)
THE NEAVE SCHOOL,
(Roll 897, Co-educational)
Settle Road, Harold Hill, Romford, Essex
Telephone: Ingrebourne 71554
Head Teacher: J. R. Quinn, M.A.
TEACHER of ENGLISH, Scale 1
For further details see our display advertisement under Secondary Vacancies.

HEREFORD AND WORCESTER
COUNTY COUNCIL
MALVERN
THE CHASE HIGH SCHOOL
(11-18)
Geraldine Road, Malvern
Worcestershire WR14 3NZ
Mixed Comprehensive 11-18
Number on Roll: 1,300-plus
Required for September 1980 or as soon as possible after that date, a GRADUATE TEACHER of ENGLISH (Scale 1) to work in a large and very successful department.
Letters of application direct to the Headmaster at the school with full curriculum vitae. Candidates who wish to receive details of the school and post should enclose a stamped addressed envelope.

LEICESTERSHIRE
BROOKVALE HIGH SCHOOL
Ratby Road, Groby,
Leicester
In the Leicestershire plan for the organisation of secondary education, High 11 to 14.
Roll 684
ENGLISH (Scale 1)
Required August. State subsidiary subject.
Further details from the Head.
Apply immediately (no forms) with full particulars and the names and addresses of two referees. (S.A.E.).

LEICESTERSHIRE
HASTINGS HIGH SCHOOL
St Catharines, Burbage
Hinckley, Leicester
In the Leicestershire plan for the organisation of secondary education
(High 11 to 14)
(Roll: 850)
ENGLISH
Scale 1
Required August. English. Interest in library work.
Further details from the Head.
Apply immediately (no forms) with full particulars and the names and addresses of two referees. (S.A.E.)

LEICESTERSHIRE
HUMPHREY PERKINS SCHOOL
Cotes Road, Barrow on Soar
Loughborough, Leicestershire
In the Leicestershire plan for the organisation of secondary education
High 11 to 14
Roll 986
ENGLISH
Scale 1
Required August.
Further details from the Head.
Apply immediately (no forms) with full particulars and the names and addresses of two referees (S.A.E.).

NORTHAMPTONSHIRE
NORTHAMPTON [illegible] UPPER SCHOOL,
Mereway, Northampton NN4 9BU
(Ultimate Roll: 1,800)
Scale 1
Required immediately Assistant TEACHER for ENGLISH in this co-educational, comprehensive community Upper School of 700 students currently on roll.
Interest in Library and/or Drama would be an additional recommendation. Purpose-built Theatre and Library.
Apply by letter to the Headmaster giving curriculum vitae and the names and addresses of two referees as soon as possible.

NORTHUMBERLAND
COUNTY COUNCIL
HAYDON BRIDGE COUNTY HIGH SCHOOL
Haydon Bridge, Hexham,
Northumberland NE47 6LR
Group 10 13-18
Comprehensive High School
750 pupils including 100 in Sixth Form
Required, from January 1, 1981 or earlier if possible:
Teacher ENGLISH/FRENCH (Residential)—Scale 1 plus residential allowance of £849 pa less £575 pa for board and residence.
The boarding wing is for 5 day boarders who go home at weekends.
Application forms obtainable by sending a foolscap S.A.E., to the Head Teacher returnable by August 31, 1980.

REDBRIDGE
(London Borough of)
MAYFIELD HIGH SCHOOL
Mayfield Road, Dagenham, Essex
Telephone: 01-590 5211
Head: D. T. Jones, B.Sc.
TEACHER of DRAMA.
For full details see our advertisement under Sec Drama Scale 1.

REDBRIDGE
(London Borough of)
WOODBRIDGE HIGH SCHOOL
St. Barnabas Road, Woodford Green, IG8 7DH
Telephone: 01-504 0618
Head: Mr A. C. R. Duke, M.A.
Person required from September 1980 or as soon as possible thereafter to join the ENGLISH Department of this well-established 11 to 18 comprehensive school. Main timetable commitment will be to teach across the ability range and up to C.S.E./G.C.E. levels. Interest in the work of the School Library would be an advantage.
Scale 1 with Outer London Allowance.
Apply by letter to the Headmaster giving brief details of careers and qualifications, and citing two referees.

RICHMOND UPON THAMES
(London Borough of)
TEDDINGTON SCHOOL
(11-16 Comprehensive, 880 Boys)
Broom Road, Teddington, Middlesex, TW11 9PJ
Headmaster:
J. R. W. Oliver, M.A. (Oxon)
Required for September, 1980, ENGLISH TEACHER, also able to offer REMEDIAL for junior forms. Pupils are withdrawn from lessons in very small groups for remedial help. Initially the post will be for one year, but it may become permanent.
Scale 1 plus Outer London Allowance of £408.
The school, which is in a very attractive area, stands beside a pleasant reach of the Thames with its own grounds extending to the bank of the river.
Apply by letter immediately to the Headmaster at the school giving telephone number, qualifications, experience and the names of two referees.

SURREY
EDUCATION COMMITTEE
TOMLINSCOTE SCHOOL
Frimley
(12 to 18)
Number on Roll 1,380, including 237 in Sixth Form
Required September TEMPORARY TEACHER of ENGLISH up to "A" level. Scale 1.
Contact Head at school, telephone: Camberley 28760.

SURREY
ST. PETER'S AND MERROW GRANGE SCHOOL,
Horseshoe Lane, Guildford GU1 2[illegible]N
Telephone, Guildford 34634
Required for September 1980: TEACHER for ENGLISH to "O" level.
Apply immediately by letter to Headmaster.

WARWICKSHIRE
MYTON SCHOOL,
Myton Road, Warwick CV34 6PJ
Required September, 1980, well-qualified GRADUATE as ASSISTANT TEACHER of ENGLISH for large department with well-established courses in G.C.E. "O" and "A" level, C.S.E., including "Drama and Theatre Arts".
Ability to assist with Latin an advantage.
Application form and further details available from the Head at the school (S.A.E., please).

Geography

Scale 1 Posts

BEDFORDSHIRE
NORTHERN AREA
SANDY UPPER SCHOOL
Engayne Avenue, Sandy
Bedfordshire SG19 1BL
Headmaster: Mr J. Truncombe
Tel.: Sandy 80058
Required from October 20, 1980, a full-time GEOGRAPHY TEACHER, Scale 1.
This is a temporary appointment in the first instance to cover the maternity leave of the existing post-holder; though there is a possibility that the post may become permanent.
An interest in Physical Geography and Ecology would be a strong recommendation.
Application forms and further details from the School; please apply by letter as soon as possible.

BERKSHIRE
ASHMEAD SCHOOL,
Northumberland Avenue, Reading
Number on Roll 1,040
Required from September 1980, TEACHER of GEOGRAPHY (Scale 1) for this 11-18 Boys' Comprehensive School. To teach all levels of ability up to and including G.C.E. "A" level.
Letter of application to Headmaster (S.A.E.).
Closing date, July 28 1980.

BROMLEY
(London Borough of)
HAYES SCHOOL
West Common Road, Hayes
Bromley, Kent
(Sixth form entry: co-educational: 11 to 19 years)
Required for September 1980, GRADUATE MASTER/MISTRESS able to teach GEOGRAPHY to "O" and "A" level.
Part-time appointment, Scale 1 plus £408 London Weighting pro rata. It is hoped to recruit an able and enthusiastic teacher who would be interested in examination work and enjoy working in a disciplined and responsive environment.
The school has a large sixth form of 250 students and easily fills all ability levels of a balanced intake.
Removal and other expenses payable in approved cases.
Application forms and further particulars may be obtained from Mr. I. S. Fleming, to whom completed forms should be returned as soon as possible. (Telephone 01-462 2767.)

CUMBRIA
COUNTY COUNCIL
COCKERMOUTH GRAMMAR SCHOOL
Required for September, 1980, or as soon as possible, an ASSISTANT TEACHER of GEOGRAPHY to "A" level with Geology to "O" level. Scale 1.
Letters of application to the Head as soon as possible.

EAST SUSSEX
COUNTY COUNCIL
HILLCREST SCHOOL
Rye Road, Hastings, TN35 5DN
11 to 18, Comprehensive
Headmaster Mr. A. T. Kimber, M.A., F.R.S.A.
Required September 1980, Scale 1, A TEACHER of GEOGRAPHY initially for one year, to teach throughout the school including first year Sixth Form "A" level.
Applications from probationary teachers welcome.
Apply immediately to the Headmaster at the school.

HERTFORDSHIRE
HOLY TRINITY SCHOOL, Welwyn Garden City
Chequersfield, Welwyn Garden City
Telephone: Welwyn Garden 20391
Required for September, a TEACHER of GEOGRAPHY, able to teach all abilities in the 11 to 18 age range.
Further particulars and forms are available from the school. Apply as soon as possible to the Headmaster.

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
KINGSTON UPON HULL DIVISION
HULL TRINITY HOUSE SCHOOL
Princes Dock Street, Hull
Head: Captain D. Thompson, B.Sc. (Econ.), Ex.C., D.M.S.
Required for September, 1980, a qualified TEACHER of GEOGRAPHY (Scale 1). The successful applicant would also be required to assist with other parts of the curriculum.
This is a Senior High School for 300 plus boys preparing for Navigating and Engineering Cadetships in the Merchant Navy.
Application forms and further particulars can be obtained from the Head, to whom completed application forms must be returned by July 25.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
TUNBRIDGE WELLS DIVISION
HUNTLEYS SECONDARY SCHOOL FOR BOYS
Culverden Down, Tunbridge Wells
Roll 630
Required September, 1980, GEOGRAPHY TEACHER to teach the full range of ability up to "A" level G.C.E.
This is a Scale 1 post but could be a Scale 2 for an applicant with the appropriate experience to become second in the department.
Apply immediately to the Headmaster, quoting the names of two professional referees.

LEICESTERSHIRE
HASTINGS HIGH SCHOOL
St. Catharines, Burbage
Hinckley, Leicester
In the Leicestershire plan for the organisation of secondary education, High 11 to 14.
Roll 850
GEOGRAPHY
Scale 1
Required August. Ability to teach combined studies and some history.
Further details from the Head.
Apply immediately (no forms) with full particulars and the names and addresses of two referees. (S.A.E.).

NEWHAM
(London Borough of)
CUMBERLAND SCHOOL
Prince Regent Lane
Plaistow E13 8SG
Head Teacher: T. A. McDonald, M.A.
Number on Roll 1,200
Designation of post: TEACHER of GEOGRAPHY Scale 1.
Required September 1980, or as soon as possible.
The person appointed (graduate preferred) will be expected to teach Geography throughout the School and a knowledge of the G.Y.S.L. course will be an advantage as well as an interest in Field Studies. There are well-established C.S.E., "O" and "A" level courses.
London Allowance £609 plus Social Priority Allowance £201 to £276.
Application forms available from the Head Teacher, to whom completed forms should be returned by August 1 1980.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

NORTHAMPTONSHIRE
BUGBROOKE CAMPION SCHOOL,
Bugbrooke, Northampton NN7 3QH
Required for September a Graduate TEACHER of GEOGRAPHY in this 11 to 18 Comprehensive School. Scale 1.
The school occupies new buildings on a pleasant rural site six miles west of Northampton. Courses for "O" and "A" level and C.S.E. are well developed and Geography is a very popular subject. The Department has established a good reputation for innovation in Geography and is very supportive to new entrants to the profession.
Applications by letter please to the Headmaster (S.A.E., please). Telephone Northampton 830677.

NORTHUMBERLAND
COUNTY COUNCIL
BEDLINGTON ST. BENET BISCOP'S RC AIDED HIGH SCHOOL
Ridge Terrace, Bedlington, Northumberland, NE22 6ED
Group 10 13-18
Comprehensive High School
500 pupils including 75 in Sixth Form
Required for January 1, 1981 or earlier if possible, TEACHER of GEOGRAPHY and GEOLOGY to "A" level, GEOGRAPHY and SOCIOLOGY to "O" level—Scale 1.
Removal expenses and lodging allowance payable in approved cases.
Application forms obtainable by sending a foolscap S.A.E., to the Head Teacher returnable by August 31, 1980.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
ELIZABETHAN HIGH SCHOOL
Queen Street, Retford, Notts
Headmistress: Mrs. B. T. E. Coxon-Butler, B.Sc.
Mixed: 1,100 (11 to 16)
Applications are invited from suitably qualified TEACHERS for the following post:—
For September, or as soon as possible thereafter, GRADUATE TEACHER (Scale 1) of GEOGRAPHY within the Humanities department to teach the subject throughout the school at all levels.
Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

REDBRIDGE
(London Borough of)
VALENTINES HIGH SCHOOL
Cranbrook Road, Gants Hill,
Ilford IG2 6HX
Telephone: 01-554 3609
Head: Miss J. Thompson, M.A.
Required from September, 1980, or as soon as possible thereafter, TEACHER of GEOGRAPHY in a well established Department with a good Advanced level tradition. Interest in Field Work essential.
Applicants should be able to offer a second teaching subject: Science, Mathematics, Craft or Remedial work would be particularly welcome. Suitable post for a first appointment.
Scale 1 with Outer London Allowance.
Applications by letter to the Head at the school giving full details of age, education, qualifications and experience (if any), and names and addresses of two referees.

RICHMOND UPON THAMES
(London Borough of)
WALDEGRAVE SCHOOL FOR GIRLS
Twickenham
This 11 to 16 Comprehensive School drawing girls from a wide residential area will be established in September, 1980, by the amalgamation of Kneller and Twickenham Girls' Schools. In its early years the school will use the sites of both contributory schools, but by 1984 will be a five-form entry school using the Kneller site only. At least for the next year staff appointed are likely to serve exclusively at one or other site.
A GEOGRAPHY TEACHER (Scale 1, unestablished) is required from November 1 or earlier if possible, to teach to "O" and C.S.E. level and help in the Social Studies department.
Forms (foolscap S.A.E.) from Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable to the Headmistress, care of Twickenham School, Clifden Road, Twickenham TW1 4LT, by July 21.

RICHMOND UPON THAMES
(London Borough of)
WHITTON SCHOOL
Percy Road, Twickenham, Middlesex TW2 6JW
(11 to 16 comprehensive
900 mixed)
Applications are invited for the following post available from September, 1980. Outer London Allowance of £408 payable.
ASSISTANT TEACHER of GEOGRAPHY (Scale 1).
Although it is hoped to make an established appointment, the post can be offered for one term only.
The successful candidate will have the opportunity to teach across the age and ability range including "O" level and C.S.E. He or she will also be the member of the first-year humanities team responsible for Geography. This is a soundly established and lively department in which an interest in modern methods and field work is important.
Application forms (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham, Middlesex TW1 3QB, returnable to the Headmaster at the school as soon as possible.

SURREY
EDUCATION COMMITTEE
[illegible]
New Haw, Weybridge
(12 to 18)
GRADUATE to teach GEOGRAPHY throughout the school.
Interest in field work an advantage.
Scale 1.
Apply to the Head.
Telephone: Byfleet 49501.

History

Scale 1 Posts

BEDFORDSHIRE
SOUTHERN AREA
STOCKWOOD HIGH SCHOOL
Cutenhoe Road, Luton
Headmaster: Mr F. Tonan
Required for September, 1980, HISTORY TEACHER, Scale 1. The subject is taken to "O" level and it is hoped that the successful candidate will be able to assist with Government Studies and European Studies.
Council accommodation may be available in certain cases.
Further details and application forms obtainable from and returnable to the Headmaster (SAE please).

CAMBRIDGESHIRE
CAMBRIDGE AREA
WITCHFORD VILLAGE COLLEGE
Required for September a TEACHER of HISTORY/GEOGRAPHY (Scale 1). A knowledge of the history of technology would be an advantage. Witchford Village College is an 11-16 mixed comprehensive school (Roll: 600) standing in 18 acres of playing field and situated three miles west of Ely and 16 miles north of Cambridge.
Apply immediately to the Warden, with full curriculum vitae at Witchford Village College, Witchford, Ely, Cambridgeshire. (Tel.: Ely 3551.)

CUMBRIA
COUNTY COUNCIL
TYNEFIELD SCHOOL
Penrith
(11-16 years 800 girls on roll)
Required for September 1980 an assistant TEACHER of HISTORY, to teach the subject up to and including C.S.E. and "O" level. Scale 1. Ability to offer Religious Education would be an advantage.
Suitable for first teaching post.
Application forms available from and returnable to the Head as soon as possible. (Telephone Penrith 64151.)

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
KINGSTON UPON HULL DIVISION
BILTON GRANGE HIGH SCHOOL
Hopewell Road, Hull
Head: N. Donaldson, B.Sc.
Required for January, 1981, a TEACHER of HISTORY at all levels, including C.S.E., "O" and "A". An ability to teach English and assistance with the pastoral work in a year group is also needed.
The school is a 13 to 18 years, mixed comprehensive of approximately 700 pupils.
Application forms available from the Head, should be returned by July 25.

KENT
COUNTY COUNCIL
SWALE DIVISION
FULSTON MANOR SCHOOL
Brenchley Road, Sittingbourne, Kent ME10 4EG
Co-educational High School, 540 on roll.
Required for September, a TEACHER for HISTORY and RELIGIOUS EDUCATION.
Applications, with curriculum vitae and names and addresses of two referees, to the Headmaster, from whom further details can be obtained.
THANET DIVISION
Required for September, a GRADUATE TEACHER of HISTORY for one term.
Applicants should indicate other teaching subjects offered.
Dane Court is a co-educational, selective school (top 25 per cent) of 1100 pupils, housed in modern buildings in a pleasant residential district.
Apply by letter to the Head Master, including a detailed curriculum vitae and the names and addresses of two referees as soon as possible.
MAIDSTONE DIVISION
ASTOR OF HEVER SCHOOL
Oakwood Road, Maidstone.
850 (Mixed): 11 to 17.
[illegible] High School with comprehensive Years 1 and 2, C.S.E. Internal and G.C.E. "O" level examination courses.
Required September 1980, TEACHER of HISTORY, developing Humanities Department, a subsidiary subject probably English necessary. Scale 1 post.
Initial applications with curriculum vitae and the names of two professional referees to the Headmaster (S.A.E.).

KINGSTON upon Thames
(Royal Borough of)
BEVERLEY SCHOOL
Blakes Lane, New Malden
Surrey KT3 6NU
(Tel.: 01-949 1637)
1,042 boys on roll: 140 in Sixth form
TEACHER required for September 1980 to teach HISTORY and some ECONOMICS (Scale 1 post).
This is a thriving department with well established courses at all examination levels. Successful candidate will be expected to teach across the full ability range. Interest in rowing, music, rugby or fencing an advantage.
London Allowance £408.
Assistance may be provided with removal expenses.
Apply immediately to the Headmaster at the School with full curriculum vitae.

SURREY
ROYAL GRAMMAR SCHOOL
(formerly voluntary controlled, now HMC independent—650 boys, 200 in Sixth Form)
Required in September 1980 or as soon as possible thereafter, a GRADUATE to teach HISTORY throughout the school up to and including "A" Level. This is a temporary post in the first instance. There is a possibility of accommodation.
Salary Burnham Scale 1 plus £177 Surrey "fringe" allowance. Ability and willingness to help with extra-curricular activities such as rugby and CCF or Scouts would be a distinct advantage.
Applications in the form of a curriculum vitae supported by a letter of application quoting two referees, should be submitted as soon as possible to the Headmaster, The Royal Grammar School, High Street, Guildford, Surrey, GU1 3BB.

St. Winefride's R.C. Aided Primary School, Holywell. (160 pupils)
(Re-advertisement—Previous applications will be reconsidered)

HEAD TEACHER—Group 4
(to commence duties as soon as possible)

Applications are invited from suitably qualified practising Roman Catholics.

Forms may be obtained from the Very Reverend Canon Matthew J. Kelly, St. Winefride's Presbytery, Well Street, Holywell, Clwyd, CH8 7PL, to whom they should be returned by not later than July 28th.

Ysgol Emrys ap Iwan, Abergele (822287) (11-18, 1,248 pupils)
Head: H. H. Thomas, B.A.
Required for the commencement of the Autumn Term (28.8.80):

MATHEMATICS
mainly, with some Science (preferably Chemistry), to pupils in the first three years. Scale 1.

St. David's School, Wrexham (265412) (11-16, 1,430 pupils)
Head: E. R. Jones, B.Sc., M.Ed.
Required for the commencement of the Autumn Term (28.8.80):

RELIGIOUS EDUCATION, Scale 1
to teach the whole age and ability range.

St Joseph's R.C. High School, Wrexham (265209) (11-16, 490 pupils)
Head: J. K. Thompson, M.A., B.Sc.
Temporary post for the academic year 1980/81.

ART/CRAFT, Scale 1,
Master/Mistress to assist with the teaching of these subjects. An interest in a design approach will be an additional qualification for the post. Closing date July 14th.

Secondary School posts—please apply by letter to the Head immediately, giving full details of qualifications etc., and names and addresses of three referees.

Shire Hall,
MOLD. 2.7.80

JOHN HOWARD DAVIES,
Director of Education.

CLWYD COUNTY COUNCIL

SOUTH GLAMORGAN COUNTY COUNCIL

ST. CADOC'S R.C.
COMPREHENSIVE SCHOOL,
BARRY (11-18) 3-FORM ENTRY

ENGLISH

SCALE 2

Required for January, 1981, or sooner, Graduate to teach English to "A" level.

Application forms may be obtained on receipt of a stamped addressed foolscap envelope from the undersigned, to whom completed forms should be returned within 10 days of the appearance of this advertisement.

F. J. Adams, Director of Education, Education Offices, Kingsway, Cardiff.

City of Manchester EDUCATION COMMITTEE

Applications are invited from suitably qualified persons to teach the following subjects in Manchester County and Voluntary High Schools:—

GEOGRAPHY
HISTORY

Appointments will be permanent to the Manchester teaching service. Successful applicants will be allocated to one of the posts now vacant in the City's schools.

Application forms available from the Chief Education Officer (S2/ST), Education Offices, Cumberland House, Crown Square, Manchester, to whom they should be returned by July 28, 1980.

SECONDARY
History
continued

SURREY
EDUCATION COMMITTEE
BISHOP FOX SCHOOL
[illegible] Molesey
HEAD OF HISTORY, Scale 3, to teach to "O" level and C.S.E. and to continue an integrated Studies approach in years 1 and 2.
Apply to the Head. Telephone: 01-979 [illegible]

Humanities

Scale 1 Posts

LEICESTERSHIRE
HIGH SCHOOL,
St Thomas's Road,
South Wigston, Leicester.
In the Leicestershire plan for the organisation of secondary education. High 11 to 14. Roll 615.
HUMANITIES/GAMES
Scale 1
Required August, teacher of GEOGRAPHY / HISTORY and BOYS' GAMES.
Further details from the Head.
Apply immediately (no forms) with full particulars and the names and addresses of two referees (S.A.E.).

Mathematics

Heads of Department

WALTHAM FOREST
(London Borough of)
The Borough is within easy reach of central London and bordered by Epping Forest. London Addition to salary payable.
Required for September 1980 or January 1981
LEYTON SENIOR HIGH SCHOOL FOR GIRLS
Colworth Road, Leytonstone, London, E11 1JD
Head Teacher: Dr. A. M. Black, B.Sc.
HEAD of MATHEMATICS Scale 4 plus S.P.S. Allowance required in this Girls' Comprehensive Senior High School for pupils aged 14 to 18 years (700 on roll).
To be responsible for a mathematics department of five full time members of staff. The Department is strong and successful, preparing candidates for C.S.E., "O", C.E.E. and "A" level examinations in mathematics. Computer studies is also taught within the department.
Application form and further details available on receipt of S.A.E. from Head Teacher.

Other Posts on Scale 2 and above

BARKING AND DAGENHAM
(London Borough of)
EASTBROOK COMPREHENSIVE SCHOOL,
Dagenham Road, Dagenham
(Roll 1,015)
Required for January 1981 MATHEMATICS. To teach mainly in the Upper School (Sixth Form work). Suitable for a suitable candidate. Courses based on traditional Mathematics are well established at C.S.E., "O" and "A" level (Pure and Applied). Scale 2.
London Addition £609 p.a. Reimbursement of removal expenses in approved cases.
Application form available (S.A.E.) from the Head Teacher.

BUCKINGHAMSHIRE
WYCOMBE DIVISION
CRESSEX SCHOOL,
Holmers Lane, High Wycombe
Head, Mrs. M. H. Rev, B.A.
(Roll 960, 13 to 18 mixed)
Required for September, a TEACHER of character and enthusiasm to join a well organised and equipped Mathematics Department in this non-selective school. Mathematics is taught to "O" level and C.S.E. and there are also courses in Money Management and Computer Studies. The emphasis is placed on a balanced syllabus as opposed to modern or traditional extremes. Scale post for suitably qualified and experienced teacher.
Reimbursement of removal expenses. 75 per cent allowance on legal and estate agent's fees (maximum payment £750) and incidental expenses of £125 payable in approved cases. Housing allowance pending removal also payable in approved cases.
Letters of application outlining qualifications and experience, giving the names of two referees, to the Head within two weeks of the appearance of this advertisement (with stamped addressed envelope please).

ESSEX

BRAYS GROVE SCHOOL
(Roll 1,058)
Tracyes Road, Harlow
CM18 6JH
Telephone: Harlow 39161

MATHEMATICS
Scale 2/3

Required for September, 1980, S.M.P. Mathematics Teacher to take charge of Computer Studies.

NICHOLAS SCHOOL
(Roll 1,343)
St. Nicholas Lane, Basildon.
Telephone: Basildon 43391.

MATHEMATICS
Scale 2 plus £177 fringe allowance

Required for January, 1981, or September 1980 if possible, to join a well established and successful department. An interest in Computer Studies would be an advantage.

For both posts curriculum vitae and names of referees to the Head Teacher concerned (foolscap S.A.E. please).

GUILDFORD
ROYAL GRAMMAR SCHOOL
(HMC: formerly voluntary controlled, now independent; 650 boys, 200 in Sixth Form).
Required in September 1980 or as soon as possible thereafter, a GRADUATE to teach MATHEMATICS. The department is strong, academic standards are high and there is considerable investment currently in developing computer facilities. Salary: Burnham, scale negotiable. Accommodation available; generous relocation assistance.
Applications in the form of a curriculum vitae supported by a letter of application quoting two referees, should be submitted as soon as possible to the Headmaster, The Royal Grammar School, High Street, Guildford, Surrey GU1 3BB.

HARROW
EDUCATION COMMITTEE
GAYTON HIGH SCHOOL,
Gayton Road, Harrow, Middlesex
Telephone: 427 3266
Required for September a Scale 2 TEACHER of MATHEMATICS to teach S.M.P. throughout the school to "O" level G.C.E. and C.S.E. standard.
Gayton High School (a 13 to 18 Boys' Comprehensive High School) and has a strong Maths Department with a long tradition of success.
A newly constructed mathematics suite will be ready for use in September.
The successful candidate should have a sincere belief in the virtues of a Comprehensive Education.
Application forms from and to be returned to Headmaster by July 25.
Please enclose a stamped addressed envelope.

HUMBERSIDE
HESSLE HIGH SCHOOL
TEACHER for MATHEMATICS
See main advertisement under Scale 1 posts.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
ROCHESTER
CHAPTER SECONDARY SCHOOL
Cliffe Road, Strood
This Girls' school has a 7 Form sixth form and all pupils in the fifth and sixth years are prepared for public examinations. Both modern and traditional Mathematics are taught. Applications are invited from suitably qualified and experienced TEACHERS for the post of Second in Charge of the MATHEMATICS Department currently Scale 2, to take effect from September 1980.
The successful candidate would be responsible for the work of the lower school, particularly in co-ordinating the teaching groups of the first year, and for the department's mathematical equipment. In addition, the current holder is responsible for the lower quartile of ability throughout the school, liaising and supervising the methods of teaching in these lower groups. An ability to teach Technical Drawing in the sixth form would be an advantage.
Pupils are prepared for C.S.E. Mathematics and Arithmetic, G.C.E. "O" level Mathematics and Additional Mathematics and G.C.E. "A" level Pure Mathematics.
Letters of application should be sent directly to the Headmistress, enclosing a curriculum vitae and the names and addresses of two referees.

KIRKLEES
METROPOLITAN COUNCIL
Re-advertisement
HECKMONDWIKE SECONDARY SCHOOL
Leeds Old Road, Heckmondwike,
West Yorkshire WF16 9BB
(Ref. 3/A)
Required for September, 1980, in this 11-16 co-educational school, TEACHER, Scale 2, for MATHEMATICS, with a strong interest in Computer Studies. Examination courses to "O" level and C.S.E.
Application forms (s.a.e. please) from the Head Teacher at the school to whom completed forms must be returned as soon as possible.

LINCOLNSHIRE
LINCOLN CHRIST'S HOSPITAL COMPREHENSIVE SCHOOL
Burnham Scale 2 (Number on roll: 1,100)
Required from September, 1980, or January, 1981, MATHEMATICS TEACHER for "O" and "A" level work. Successful candidate will be offered a substantial share of Sixth Form teaching.
Scale 1 post considered for candidates seeking their first appointment.
For forms details send S.A.E. to the School, Wragby Road, Lincoln LN2 4PN.
Closing date July 23, 1980.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:—
SUTTON CENTRE COMMUNITY SCHOOL
High Pavement, Sutton in Ashfield, Nottinghamshire NG17 1EE
Headmaster, T. King, B.A., J.P.
Mixed, 1,440 (11 to 18)
For January: experienced TEACHER (Scale 2) to organise and coordinate remedial MATHEMATICS on a withdrawal basis within a lively, open-plan department. Wide-ranging facilities, exciting opportunities for community involvement.
Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:—
CARLTON LE WILLOWS SCHOOL
Wood Lane, Gedling, Nottingham, NG4 4AA
Headmaster, T. F. Dawson, M.A.
Mixed, 1,670 (11 to 18)
For January experienced GRADUATE TEACHER (Scale 3) as DEPUTY HEAD of MATHEMATICS.
Commitment to mixed ability teaching in early years essential. Excellent facilities.
Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

SUTTON
(London Borough of)
SUTTON MANOR HIGH SCHOOL FOR BOYS
GRADUATE in MATHEMATICS
Scale 1 with possibility of Scale 2 or 3.
See under Secondary Mathematics Scale 1

Scale 1 Posts

AVON COUNTY
CHURCHILL SCHOOL,
Churchill, Bristol BS19 5QN
Required from September 1980, TEACHER of MATHEMATICS (Scale 1) to C.S.E., "O" and "A" levels. There are 1,440 pupils on roll in this mixed 11 to 18 Comprehensive School with a Sixth Form of over 200, situated in the Mendips, 12 miles from Bristol and eight miles from Weston-super-Mare.
Apply by letter to the Headmaster with curriculum vitae and quoting two referees, enclosing S.A.E. for further details, as soon as possible. Reference [illegible]

BARKING AND DAGENHAM
(London Borough of)
EASTBROOK COMPREHENSIVE SCHOOL,
Dagenham Road, Dagenham
(Roll 1,015)
Required for September 1980 — MATHEMATICS — To teach in the first three years. Suitable for a newly qualified teacher. Upper School work could be made available for a candidate keen to work at that level. Scale 1.
London Addition £609 per annum. Reimbursement of removal expenses in approved cases.
Application form available (s.a.e.) from the Head Teacher.

BEDFORDSHIRE

SOUTHERN AREA

VANDYKE UPPER SCHOOL AND COMMUNITY COLLEGE
Vandyke Road,
Leighton Buzzard, Beds.
Headmaster:
Mr R. Vaughan, JP, BA
(13 to 18 (M), Sixth Form 160, opened in new building 1976)

Required for September, 1980: TEACHER for MATHEMATICS, Scale 1, for very strong department in new and developing Upper School. Excellent accommodation, micro computer and on-line computer facilities.
Ability to share in department's very large Sixth Form commitment desirable.
Further details and application forms obtainable from and returnable to the Headmaster (SAE please).

BEXLEY
LONDON BOROUGH
ERITH SCHOOL,
Avenue Road, Erith, Kent. DA8 3BN
Telephone: Erith 40231/6
13-Form Entry covering the entire ability range. 200 Sixth Form. Established 1967
Required for September, or as soon as possible, a TEACHER for MATHEMATICS, Scale 1. Subject taught up to and including "A" level. Interest in Computer Studies or Statistics would be an advantage but not essential. Further details from the Headmaster.
London Area Allowance £408. Assistance with removal expenses, legal fees and disturbance allowance can be considered.
Requests for application forms (enclosing S.A.E., foolscap) should be sent to the Headmaster.

BEXLEY
(London Borough of)
HOWBURY GRANGE SCHOOL,
Slade Green Road, Erith,
Kent DA8 2HX
Telephone: Erith 47031
Group 10, Roll 830
Required for September, 1980, a MATHEMATICS TEACHER, Scale 1, to join an enthusiastic and well-supported department. Opportunity to help in the further development of Computer Studies. Mathematics taught is based on SMP principles and leads to Mode 3 CSE and "O" level examinations. The school has its own micro-computer which is about to be expanded, and has a generous supply of books and equipment.
LAA £408, Social Priority Allowance £201. Assistance with removal expenses, legal fees and disturbance allowance can be considered.
Requests for application forms (enclosing foolscap SAE) should be sent to the Head of the school.

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
STANTONBURY CAMPUS
Stantonbury Campus is one of a number of large school and community campuses which work together to service the needs of the new city of Milton Keynes. Ultimately it will provide secondary education for 4,500 students in the age range 12 to 19, distributed through three schools of 1,500 students each.
The schools share the facilities of an extensive Central Resources Area on the site in addition to their own provision. As a result of close cooperation with local authorities, a large Leisure Centre, Theatre, Music Centre, Health Centre, Ecumenical Centre, Community College, Youth Centre, shopping and recreational facilities are all an integral part of the Campus.

BRINDLEY HALL MIXED COMPREHENSIVE SCHOOL.
Required for September 1980, an enthusiastic TEACHER of MATHEMATICS, to assist in the Faculty development in Brindley Hall (currently on roll 500), the second school opened on Campus. The core curriculum is based on the Kent Mathematics Project. We welcome applications from candidates who are not specialist mathematicians, but who are keen to develop strongly their talents in this area—either as a permanent or as a temporary form of experience.
Application in the first case, by letter to Geoffrey Cooksey MA, Director, Stantonbury Campus, Stantonbury, Milton Keynes MK14 6BN. Telephone: Milton Keynes (0908) 314050, giving names and addresses of two referees, and their telephone numbers.
The Milton Keynes Development Corporation is making houses to rent available to teachers. Subject to the County Council's regulations generous removal expenses and board and lodging allowances are payable.

BUCKINGHAMSHIRE
AYLESBURY VALE
QUARRENDON COUNTY SECONDARY SCHOOL
SCIENCE and MATHEMATICS Teacher.
See under Secondary Science Scale 1.

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
STANTONBURY CAMPUS
Please see post advertised under SECONDARY EDUCATION — MATHEMATICS, Scale 1 posts, offering interesting opportunity for non-specialist mathematics.

CITY OF SALFORD

EDUCATION DEPARTMENT

DE LA SALLE SIXTH FORM COLLEGE,
Weaste Lane, Pendleton, Salford M6 8QS

This comprehensive and mixed sixth-form college was created in 1977. The grammar school stem will be phased out by 1981.
Required for the Autumn term only: TEACHER, MATHEMATICS, Scale 1.
Please send S.A.E. to the Principal for an application form.

DORSET
PORCHESTER SECONDARY BILATERAL BOYS' SCHOOL,
Harewood Avenue, Bournemouth
Required January 1981 or earlier if possible, TEACHER for MATHEMATICS to C.S.E. and "O" level. Ability to assist with Games an advantage. Scale 1.
Apply immediately by letter to the Headmaster enclosing curriculum vitae and the names of two referees. S.A.E. please for acknowledgement.

EAST SUSSEX
TIDEWAY SCHOOL
Southdown Road, Newhaven
BN9 9JL
Required for September 1980: TEACHER of MATHEMATICS (Scale 1). An unexpected opportunity to join a large and successful Department of ten Mathematicians. The post offers an ideal opening for either a first appointment or an experienced teacher. Relocation grants available in approved cases.
Applications by letter and curriculum vitae to the Headmaster.

EAST SUSSEX
COUNTY COUNCIL
HELENSWOOD SCHOOL
Grove, The Ridge, Hastings
TN34 2AY
Headmistress, Mrs N. R. Spendlove, B.A., M.A.(Ed.)
11 to 18 Girls' Comprehensive
Required September, 1980, or January, 1981, MATHEMATICS SPECIALIST to work in the Upper School of this emerging Comprehensive. Interest in computer studies an advantage.
Scale post available but applications welcome from Graduates in training.
Letters of application should be forwarded to the Headmistress at the school immediately.

EAST SUSSEX
COUNTY COUNCIL
(BRIGHTON AREA)
PATCHAM FAWCETT HIGH SCHOOL
Ladies Mile Road, Brighton
13 to 16 Boys Comprehensive
(900 pupils)
Required September, 1980: TEACHER of MATHEMATICS, Scale 1 (Scale 2 for suitably qualified and experienced candidate).
Relocation Grant Scheme in approved cases.
Letters of application with curriculum vitae and the names of two referees to the Headmaster at the school as soon as possible.

ENFIELD
(London Borough of)
BULLSMOOR SCHOOL
Bullsmoor Lane, Enfield, Middx.
Telephone number: Lea Valley [illegible]
(New Mixed Comprehensive on a pleasant open site. Roll in September [illegible])
Required for September 1980, TEACHER of MATHEMATICS (Scale 1), to join a flourishing well organised Department.
London Allowance payable £408 per annum. Consideration given to assistance with removal and relocation costs, temporary housing and two homes allowance.
Application forms (stamped addressed foolscap envelope) obtainable from the Head Teacher to whom they should be returned as soon as possible. Prospective applicants are welcome to telephone the School for further details.

KINGSMEAD SCHOOL,
Southbury Road, Enfield, Middx.
EN1 1YQ
(Mixed Comprehensive)
(Roll 1,300)
Required for September, 1980, a TEACHER of MATHEMATICS. The Department has courses leading to C.S.E., "O" level and "A" level. The post would be suitable for a new entrant to the profession (Scale 1.)
There will be an opportunity to teach the full range of ability and age. The Mathematics teaching is set in all years.
London Allowance payable £408 per annum. Consideration given to assistance with removal and relocation costs, temporary housing and two homes allowance.
Application forms (stamped addressed foolscap envelope) obtainable from the Head Teacher to whom they should be returned as soon as possible.

MINCHENDEN SCHOOL
High Street, London N14 6BN
(Mixed Comprehensive)
(Roll: 1,480)
Required for September, 1980, full or part-time TEACHER of MATHEMATICS (Scale 1) to join a large department teaching S.M.P. to C.S.E. "O" and "A" levels.
London Allowance payable £408 per annum.
Consideration given to assistance with removal and relocation costs, temporary housing and two homes allowance.
Letters of application, giving a curriculum vitae and including the names of two referees, should be sent to the Head Teacher within 10 days of the appearance of this advertisement (S.A.E. optional for result).

ESSEX

BRAYS GROVE SCHOOL
(Roll 1,058)
Tracyes Road, Harlow
CM18 6JH
Telephone: Harlow 39161

MATHEMATICS
Scale 1

Required for September, 1980 Mathematics Teacher to teach S.M.P. to "O" level.

THE HARWICH SCHOOL
(Roll 1,500)
(Group 13, 11 to 18)
Hall Lane, Dovercourt, Harwich
Telephone Harwich 4273

COMPUTER STUDIES
(with Mathematics) Scale 1

September. Computer Studies (C.S.E. "O" and "A" level courses in well-equipped Specialist Room with Microprocessor). Ability to teach Mathematics.

SHENFIELD SCHOOL
(Roll 1,320)
Alexander Lane, Shenfield
Telephone: Brentwood 219131

MATHEMATICS
Scale 1 and £177 fringe allowance

Required September to teach mainly in Lower School. "O" or "A" level work available for suitable candidate.

For all the above posts curriculum vitae and names of referees to the Head Teacher concerned (foolscap S.A.E. please).

HARROW
EDUCATION COMMITTEE,
PARK HIGH SCHOOL,
Thistlecroft Gardens, Stanmore
Middlesex
Tel. 952 4805
MATHEMATICS Scale 1 required for September by this Eight-form Entry Co-educational Comprehensive High School (12-18 years) situated in a pleasant residential area.
The Department offers a wide variety of subjects to "O" and C.S.E. levels including Computer Studies and Statistics.
A student seeking a first appointment would be welcomed and would find a pleasant and supportive teaching environment.
Application forms from and to be returned to Headmaster by July 23. Please enclose stamped addressed envelope.

HAVERING
(London Borough of)
MARSHALLS PARK SCHOOL
(Roll 1,400 Co.Ed.—Sixth Form 85)
Havering Drive, Romford, Essex
Telephone, Romford 31131
Headteacher: T. R. Gunner, B.Sc.
TEACHER of MATHEMATICS, Scale 1.
For further details see our display advertisement under secondary vacancies.

HAVERING
(London Borough of)
HARROW LODGE SCHOOL
(Roll 700 boys)
Hyland Way, Hornchurch, Essex
Telephone: Hornchurch 57011
Headteacher: W. S. Youll-Richards, B.A.
TEACHER of MATHEMATICS, Scale 1.
For further details see our display advertisement under secondary vacancies.

HEREFORD AND WORCESTER

COUNTY COUNCIL

WEOBLEY COMPREHENSIVE SCHOOL (11 to 16)
Weobley, Hereford HR4 8ST
(Number on roll 510)

Required for September, 1980, for one term in the first instance, TEACHER for MATHEMATICS.
Application forms and further details available from the Headmaster (S.A.E. please).

HERTFORDSHIRE
COUNTY COUNCIL
NORTH HERTS DIVISION
WILLIAM SCHOOL
Radburn Way, Letchworth, Herts
Group 10, Roll: 740
Co-educational
TEACHER of MATHEMATICS required for September 1980, Scale 1, to teach pupils of all abilities up to C.S.E./"O" level.
Applications in writing to the Headmaster, with curriculum vitae, and names and addresses of two referees.

HERTFORDSHIRE
COUNTY COUNCIL
WESTFIELD SCHOOL,
Tolpits Lane, Watford.
Roll: 830 girls. All Ability.
Required September, TEACHER of MATHEMATICS to teach throughout the ability range and including "A" level, within a strong, experienced department. Scale 2 post available for suitably experienced candidate. London Fringe Allowance £177.
Experience in teaching Applied Mathematics at "A" level and/or Computer studies at "O" level would be an advantage.
Apply by letter to the Headmistress giving curriculum vitae and names of two referees.

HERTFORDSHIRE

COUNTY COUNCIL

WATFORD GRAMMAR SCHOOL FOR GIRLS
The Crescent, Watford

Required September, TEACHER of MATHEMATICS in cover for teacher reserving the right to return. Scale 2 plus London Fringe Allowance £177.
Apply by letter to Headmistress giving curriculum vitae, names and addresses of two referees and copies of testimonials.

HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
WINTRINGHAM SCHOOL,
Weelsby Avenue, Grimsby
Required for September, 1980—Well qualified TEACHER of MATHEMATICS, temporary or permanent, full or part-time, to join a large and successful department and share the work up to and including G.C.E. Advanced level. The Schools Mathematics Project is followed throughout the school although a number of Sixth Form pupils follow the Traditional Course.
Application forms and further information obtainable from the Head Teacher at the school, to whom they should be returned within 10 days of this advertisement.

HUMBERSIDE
EDUCATION DEPARTMENT
EAST RIDING DIVISION
MATHEMATICS TEACHER — Scale 1 or 2.
HESSLE HIGH SCHOOL,
Tranby House, Heads Lane, Hessle,
North Humberside.
Required for September 1980, or January 1981, a TEACHER of MATHEMATICS.
The person appointed would teach mainly in the 13 to 18 age range and would be expected to participate in the teaching of all ranges of ability to GCE and CSE level.
The general Mathematics syllabus is based on SMP but there might also be an opportunity for help with computer studies and statistics which are both taught within the department. This post would be suitable for either a new entrant to the profession or to an experienced person to whom a Scale 2 post could be available.
Application forms and further details are available from the Head at the school (to whom completed forms should be returned by 21st July, 1980.

If you buy anything for your school— first check the advertisements in
THE TIMES
Educational Supplement

KIRKLEES
METROPOLITAN COUNCIL
Re-advertisement
HECKMONDWIKE SECONDARY SCHOOL
Leeds Old Road, Heckmondwike,
West Yorkshire WF16 9BB
(Reference 3/1)
Required for September, 1980, in this 11 to 16 coeducational school, TEACHER, Scale 1, for MATHEMATICS. External examination work would be available. Applications from newly qualified teachers welcome.
Application forms (S.A.E. please) from the Head Teacher at the school, to whom completed forms must be returned as soon as possible.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT

DARTFORD DIVISION

DOWNS SCHOOL
Green Street Green Road,
Dartford, Kent
Roll 1,800 (Mixed)
Required for September well qualified GRADUATE to teach MATHS in this 11 to 18 Wide Ability School (140 in Sixth Form). Must be competent to teach subject throughout school including "A" level standard. Students completing post graduate courses will be considered. Fringe Allowance. Removal expenses in approved cases.
Applications to the Headmaster by letter with full curriculum vitae and naming two referees.

GRAVESHAM DIVISION

NORTHFLEET SCHOOL FOR BOYS
Colyer Road, Northfleet, Kent
Eight Form Comprehensive intake
Required for September, 1980, TEACHER (man or woman) to teach MATHEMATICS initially to pupils in the first two years of this Thames-side High School. The lower school (11 to 13) is fully comprehensive and C.S.E./G.C.E. "O" level courses are followed in the Upper School.
Applications from teachers trained for the middle years of schooling will be welcome. Minimum salary £3,981 (Award pending).
Apply by letter immediately (no forms) including full curriculum vitae and the names of two professional referees to the Headmaster at the school.

MEDWAY DIVISION

CHATHAM
WALDERSLADE SECONDARY SCHOOL FOR GIRLS
Bradfields Avenue, Walderslade
(Roll: 820)
Required from September 1980 TEACHER of MATHEMATICS (Scale 1) to C.S.E. together with Science or Geography. College leavers welcome to apply.
Applications in writing together with curriculum vitae and two referees to the Headmistress.

SWALE DIVISION

THE SHEPPEY SCHOOL
Headmaster: R. O. Barson, B.A.
Fully Comprehensive Mixed Upper School 13 to 18 years
1,800 plus on roll
FACULTY of MATHEMATICS
Applications are invited for the post of TEACHER of MATHEMATICS Scale 1. Teaching available at all levels and at all ability ranges from "A" level to Remedial work. An interest in work with Computers would be an additional recommendation.
Letters of application, together with curriculum vitae and names and addresses of referees to the Headmaster, The Sheppey School, Minster Road, Minster, Sheppey, Kent, as soon as possible.

MAIDSTONE DIVISION

VINTERS BOYS' SCHOOL
Huntsman Lane, Maidstone
(Roll 920, Comprehensive Intake)
Required September, 1980, a well-qualified and enthusiastic MATHEMATICIAN with the drive and imagination eventually to assume a variety of responsibilities with the Mathematics Faculty as Second in command.
This is an interesting appointment offering a range of stimulating challenges and good prospects to the right applicant.
This post represents a first-rate opportunity for both experienced teachers and those completing their final year of training.
Letters of application should be sent direct to the Headmaster at the school with the names of two referees. (S.A.E.).

...ONDARY
...ematics
...inued

...NT
...Y COUNCIL
...ATION DEPARTMENT

...GHAM DIVISION

...T NAPIER SCHOOL
...ations are invited for the post ... ASSISTANT TEACHER of ... MATICS, preferably graduate ... to teach Mathematics ... the school.
...ication form available on ... of a stamped addressed en... from Mrs L. M. Stanley, ...retary, Robert Napier School, ... Avenue, Gillingham, Kent.

...TERBURY DIVISION

... LANGTON GRAMMAR ...OOL FOR BOYS
... 11-18, 620 Boys
... Sixth Form
...ed for September 1980, or ... 1981, a GRADUATE to ... MATHEMATICS throughout ... school to Advanced and Scholar... level. Oxbridge work avail... All pupils take Ordinary ... S.M.P. Mathematics and at ... nearly 90 Sixth formers are ... Advanced level Mathematics ...
...e is a strong tradition of ... in Games and a wide ... of flourishing extra-curricu... activities.
...cation should be by letter ... curriculum vitae and the ... and addresses of two referees ... Harris, M.A.(Cantab.), Head... Simon Langton Grammar ... for Boys, Nackington Road, ...terbury, Kent CT4 7AS.

...BRIDGE WELLS DIVISION

... GREGORY'S CATHOLIC ...PREHENSIVE SCHOOL
... Lane, Tunbridge Wells
...
...ired for September 1980, ... for MATHEMATICS. ... post. Ability to offer one ... sciences an advantage. ... school has been reorganized ... excellent facilities in every ...
...se apply to the Headmaster, ... 0892 27444 for ... forms and further infor...

...GSTON UPON THAMES
(Royal Borough of)

...LY CROSS CONVENT SCHOOL

Sandal Road,
New Malden, Surrey
(Tel: 01-949 4884)
Voluntary Aided. 635 girls,
11 to 18

GRADUATE TEACHER of MATHEMATICS required for September 1980, or as soon as possible afterwards, to teach Mathematics throughout the School. Ability to offer COMPUTER STUDIES desirable. Probationer welcome. Roman Catholic preferred.

Salary: Burnham Scale 1 plus London Allowance £408.

Application forms and further details from the Headmistress to whom they should be returned as soon as possible.

LONDON
CENTRAL FOUNDATION BOYS' SCHOOL
Cowper Street, London EC2A 4AP
(Near Old Street Station)
Required to begin in September in this three-form entry Voluntary Aided Boys' School, a TEACHER of MATHEMATICS, full-time or part-time (four days a week). Work is mainly at all levels from First Year to Sixth Form in a strong department.
Please apply immediately to the Headmaster at the school by letter, giving the usual details and the names and addresses of two referees.

REQUIRED FOR AUTUMN TERM OR AS SOON AS POSSIBLE THEREAFTER:

HINDLEY PARK HIGH SCHOOL
Park Road, Hindley, Wigan
WN2 3RM
(11-16 mixed comprehensive)
TEACHER OF PHYSICS (Scale 1). Should this post not be filled on a full-time basis a temporary appointment for one term will be available to a suitable applicant.
Application forms returnable to the Head Teacher immediately (S.A.E., please).

HINDLEY MORNINGTON HIGH SCHOOL
Mornington Road, Hindley
Wigan WN2 4LG
(11-16 mixed comprehensive)
TEACHER OF HISTORY/GEOGRAPHY (Scale 1).

ASHTON IN MAKERFIELD
ST. EDMUND ARROWSMITH R.C. HIGH SCHOOL
Rookery Avenue
off Warrington Road
Ashton in Makerfield
WN4 9PF
(11-16 mixed comprehensive)
TEACHER FOR PHYSICS/COMBINED SCIENCE (Scale 1).
TEACHER FOR BOYS' P.E. (Scale 1).

WIGAN ST. JOHN FISHER R.C. HIGH SCHOOL
Baytree Road, Springfield
Wigan WN6 7RN
(11-16 mixed comprehensive)
TEACHER OF FRENCH (Scale 1) to C.S.E. and "O" level. Two posts are available for suitable applicants.
Application forms returnable to the Head Teacher immediately (S.A.E., please).

SHEVINGTON HIGH SCHOOL
Shevington Lane, Shevington
Wigan WN6 8AB
(11-16 mixed comprehensive)
TEACHER FOR HOME ECONOMICS (Scale 1).

LEIGH ST. MARY'S R.C. HIGH SCHOOL
Manchester Road, Astley
Tyldesley, Manchester
M29 7EE
(11-18 mixed comprehensive)
TEACHERS OF MATHEMATICS (Scale 2) (TWO POSTS).
One to work with Sixth-Form pupils. An ability to teach to Advanced level with a combination of Mechanics is essential. Graduate preferred.
One for oversight of established slow-learner courses which involves full-time teaching within this area. An ability to take Sixth-Form courses is desirable.
Should the above vacancies not be filled on a permanent basis temporary posts for one term could be available for suitable applicants.
TEMPORARY TEACHER OF HISTORY (Scale 1) for work with Lower School pupils mainly, apart from one C.S.E. level class in the Upper School. (One-term appointment available commencing 11th August, 1980.)
Application forms returnable to the Head Teacher at the School immediately (S.A.E., please).

Unless otherwise stated application forms and further particulars are available from the Head of the School concerned (S.A.E. please) and should be returned to the Director of Education, Education Department, Gateway House, Standishgate, Wigan WN1 1XL. (A28).

Metropolitan Borough of WIGAN

LONDON

THE LONDON ORATORY SCHOOL

Seagrave Road
Fulham SW6 1RX
Telephone: 01-385 0102

This is a voluntary-aided school of 1,040 boys and 50 girls, including over 200 pupils in the Sixth Form. Girls are only admitted to the Sixth Form.
Required for September, 1980.
TEACHER of MATHEMATICS (Scale 1).
Further details and application forms are obtainable from the Secretary and should be returned to the Headmaster as soon as possible after the appearance of this advertisement.

NEWHAM
(London Borough of)
TRINITY SCHOOL
Barking Road, London E16
Head Teacher: Mr D. L. Johnson, B.Sc.
Number on Roll: 1,000
MATHEMATICS TEACHER, Scale 1
Required September 1980.
A TEACHER of MATHEMATICS is required by September 1980 by this one site Boys' Comprehensive School which is housed in pleasant modern buildings. The post would be suitable for a newly qualified teacher. The tone and discipline of the school are good. Preliminary visits are welcome. Telephone 01-476 9518.
London Allowance £609 plus Social Priority Allowance £201 to £276.
Application forms/further particulars available from the Head Teacher, to whom completed forms should be returned by 25th July 1980.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified Teachers for the following post:
ALDERMAN DERBYSHIRE COMPREHENSIVE SCHOOL
Hucknall Lane, Bulwell
Nottingham NG6 8AQ
Headmaster: E. R. Turrant, M.Ed.
Mixed: 1,220 (11-16)
For September: TEACHER (Scale 1) of MATHEMATICS with some General Science (mainly Lower School).
Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified Teachers for the following post:
DUKERIES COMPREHENSIVE SCHOOL
Whinney Lane, New Ollerton
Newark, Notts NG22 9TD
Headmaster: J. I. West, C.B.E., M.A., F.R.S.A.
Mixed: 1,400 (11-18)
For September, enthusiastic TEACHER (Scale 1) of MATHEMATICS. Opportunity to teach throughout the age and ability range. Interest in Computer Studies an advantage. S.P.A. payable.
Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified teachers for the following post:—
MATTHEW HOLLAND COMPREHENSIVE SCHOOL
Chapel Road, Selston, Notts
NG16 6HW
Headmaster: H. Barley
Mixed: 1,150 (11 to 18)
For September, graduate TEACHER (Scale 1) of MATHEMATICS to "A" level. Ability to teach computer studies an advantage. Microprocessor RM 380Z available. Further details available (S.A.E.) from Headteacher.
Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:—
HENRY MELLISH SCHOOL,
Highbury Vale, Bulwell,
Nottingham, NG6 9DS.
Headmaster: H. S. Strutt, M.A.
Mixed: 780 (11 to 18).
For September, TEACHER (Scale 1) of MATHEMATICS to teach throughout the school to examination level. Ability to teach Physics an advantage.
Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified teachers for the following post:—
MEDEN SCHOOL
Burns Lane, Warsop, Mansfield,
Nottinghamshire, NG20 0QN
Headmaster, J. B. Ellis
Mixed (1,415, 11 to 18)
For September, TEACHER (Scale 1) of MATHEMATICS throughout ability range including C.S.E. work.
Application forms and further details (S.A.E.) from Head Teacher.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:
QUEEN ELIZABETH'S GIRLS' SCHOOL
Woodhouse Road,
Mansfield, Notts NG18 2AB
Headmistress: Miss U. M. Rigg, M.A.
Girls: 616 (13 to 18)
For September or January, TEACHER (Scale 1 or 2) of MATHEMATICS and P.E./GAMES.
Applicants able to offer some Science and willing to participate in the Duke of Edinburgh Award Scheme would be appreciated. Scale 2 post available for suitable applicant.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:
NATIONAL C.E. (AIDED) COMPREHENSIVE SCHOOL
Annesley Road, Hucknall,
Nottingham NG15 7DB
Headmaster: N. B. C. Buddon, B.A.
Mixed: 850 (11 to 18)
For September, GRADUATE TEACHER (Scale 1) to teach MATHEMATICS across the full secondary age and ability range.
Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

REDBRIDGE
(London Borough of)
NIGHTINGALE HIGH SCHOOL
Elmcroft Avenue, Wanstead, E.11
Telephone: 01-989 9052
Head: M. J. Woolton
Required from September, 1980, or as soon as possible thereafter, a TEACHER of MATHEMATICS (Scale 1 with Outer London Allowance) to join an expanding department in this 11-18 Comprehensive school situated, on a single site, in a pleasant residential area. Good applicants offering General Subjects with Mathematics would be considered.
Further details are available from the Headmaster at the school, to whom applications by letter should be sent as soon as possible giving details of age, education, qualifications and experience and the names and addresses of two referees.

RICHMOND UPON THAMES
(London Borough of)

SHENE SCHOOL
Park Avenue, East Sheen
S.W.14

Required for September, 1980, a TEACHER of MATHEMATICS (Scale 1) within the Faculty of Science and Technology. An interest in curriculum development which emphasises mathematical skills relevant to science and engineering problems while retaining a modern approach to mathematical concepts would be an advantage.
Shene School is an 11 to 16 mixed comprehensive situated in pleasant grounds close to Richmond Park.
Forms (foolscap S.A.E.) available from and returnable to the Headmaster at the school by 10 days after date of advertisement.

RICHMOND UPON THAMES
(London Borough of)

WHITTON SCHOOL
(11-16 Comprehensive
910 Mixed)
Percy Road, Twickenham
Middlesex TW2 6JW

Applications are invited for the following post, available from September 1 1980. Outer London Allowance of £408 payable.
MATHEMATICS TEACHER
(Scale 1)
An enthusiastic Teacher is required to join this well-established Mathematics Department in which both traditional and modern mathematics are taught to "O" level and C.S.E.
The more advanced pupils take Additional Mathematics in their fifth year. This is a strong department, excellently resourced, which offers an ideal opening for a teacher seeking his or her first appointment.
Forms (foolscap S.A.E.) from Director of Education, Regal House, London Road, Twickenham, Middlesex TW1 3QB, returnable to the Headmaster at the School as soon as possible.

SHEFFIELD (City of)
EDUCATION DEPARTMENT
EARL MARSHAL SCHOOL
Earl Marshal Road, Sheffield
S4 8LA
(A 12 to 18 Secondary)
Applications are invited for appointment from 1st January, 1981, to a position of responsibility in the MATHEMATICS DEPARTMENT.
The person appointed must be capable of teaching to G.C.E. "A" level and will be in charge of developing Computer Education in the school.
The vacancy arises from the promotion of a member of staff to be a Head of Department. Scale 3 plus SPS Allowance.
Forms of application and further information about the school may be obtained from the Registrar at the above address. Previous applicants are still under consideration.

SHEFFIELD (City of)
EDUCATION DEPARTMENT
BEAVER HILL SCHOOL
Handsworth Grange Road, Sheffield
S13 9HJ
(A 12 to 18 Secondary)
Required for September, 1980, a TEACHER of MATHEMATICS with an interest in Computer Studies and Remedial work. Scale 1.
Application forms are available from the Head Teacher, to whom they should be returned within 14 days of the appearance of this advertisement.

SHROPSHIRE
EDUCATION COMMITTEE
THE PHOENIX SCHOOL
Manor Road, Dawley,
Telford TF4 3DZ
Temporary MATHEMATICS TEACHER required for Autumn Term 1980 only.
Apply by letter to Headmaster immediately or telephone Telford 591531.

SURREY

SOUTHBOROUGH SCHOOL
Hook Road, Surbiton,
Surrey KT6 5AS

(Telephone: 01-397 2648)
900 boys on roll, 11 to 16
Required for September 1980, TEACHER for MATHEMATICS in the lower school. The ability to offer English or another subject would be useful. A first appointment would be welcome.
London Allowance £408.
Assistance may be provided with removal expenses.
Application forms obtainable from the Headmaster, to whom they should be returned immediately.

SURREY
ST. PETER'S & MERROW GRANGE SCHOOL
Horseshoe Lane, GU1 2TN
Guildford 34654
Required for September, 1980, TEACHER for MATHS to "O" level.
Apply immediately by letter to Headmaster.

SUTTON
(London Borough of)
SUTTON MANOR HIGH SCHOOL FOR BOYS
Manor Lane, Sutton, Surrey
SM1 4AS
Tel. 01-642 3821
Required for September, 1980, or January, 1981, a GRADUATE in MATHEMATICS to teach in a strong department and to take a share in the work up to "O" and "A" level. The post will be suitable as a first appointment but a scale post (2 or 3) would be available for someone with experience.
This is a Grammar School with 600 boys (120 in Sixth Form). London Weighting £408.
Letter of application, together with names and addresses of two referees and curriculum vitae, direct to the Headmaster at the school as soon as possible.

WALSALL
METROPOLITAN BOROUGH
EDUCATION COMMITTEE
ALDRIDGE COMPREHENSIVE SCHOOL
Tynings Lane, Aldridge, Walsall
West Midlands
Aldridge School is a 9/10 Form Entry fully Comprehensive School with a large Sixth Form.
GRADUATE MATHEMATICS TEACHER required for September. Share of "A" level work available to suitably qualified applicant.
Application should be made by letter to the Head Teacher of the school, giving the names and addresses of two referees and enclosing an S.A.E.
Closing date: July 18 1980.

WEST SUSSEX
SACKVILLE SCHOOL,
Lewes Road, East Grinstead,
Sussex.
11 to 18 Mixed comprehensive, 1,580 with 183 in Sixth Form.
Scale 1 MATHEMATICS TEACHER required for September to teach throughout the school in a lively, well equipped and successful department.
Application form and further particulars from Headmaster on receipt of S.A.E.

WILTSHIRE
RICHARD JEFFERIES SECONDARY SCHOOL
Headon Road, Park North
Swindon SN3 2JY
(Roll 462: Co-educational)
Required for September 1980: TEACHER, Scale 1, for MATHEMATICS. Interest in S.M.P. work desirable. The school is a Comprehensive High School for pupils aged 11 to 14 years. It was opened in 1965 in new buildings with excellent facilities.
Applications by letter in the first instance, to the Headmaster, giving the names of two referees.

WILTSHIRE
EDUCATION COMMITTEE
WOOTTON BASSETT SCHOOL
Lime Kiln, Wootton Bassett,
Swindon SN4 7HD
(A coeducational comprehensive school for 1,400 boys and girls, aged 11 to 18)
TEACHER of MATHEMATICS—Scale 1 required for September, or as soon as possible thereafter.
Applications by letter, giving the names and addresses of two referees, should be sent to the Headmaster at the school as quickly as possible. S.A.E., please.

Modern Languages

Heads of Department

BUCKINGHAMSHIRE
AYLESBURY VALE
AYLESBURY GRAMMAR SCHOOL
Walton Road, Aylesbury
Head Teacher: K. D. Smith, M.A.
(1,000 Boys: 400 in Sixth Form)
A HEAD of the MODERN LANGUAGES Department (Scale 3 or 4) required January 1981 or earlier.
A FRENCH specialist is sought to lead a strong department and an ability to offer German or Spanish is an advantage but not essential.
All boys take French at "O" level and in the early years there is extensive use of the audio-visual methods. There are five Sixth Form groups studying French and boys are prepared for the Oxbridge Scholarship Examinations.
A separate language block includes a language laboratory, a language studio and audio-visual classrooms.
Removal and associated allowances are payable in accordance with the Council's scheme in approved cases. A housing allowance is also payable to married teachers unable to find immediate accommodation.
Apply by letter direct to Headmaster, giving names of two referees.

CROYDON
(London Borough of)

ASHBURTON HIGH

Shirley Road, Croydon, CR9 7AL
Telephone: 01-656 0432/3
Tenable: 1st January, 1981
HEAD of MODERN LANGUAGES required to lead an extremely successful Department, and to continue the development of French, German and European Studies and to introduce allied subjects wherever possible. This Department demands a high degree of enthusiasm and commitment from the successful candidate. There are many visits to Europe and the person appointed will be expected to play a full part in this programme.
Salary—Burnham Scale 5 with London Area Allowance.
Please send S.A.E. for application form from and returnable to the Head Teacher at the above address as soon as possible.

LIVERPOOL
HEAD OF GERMAN
(Scale 2)

HOLT COMPREHENSIVE SCHOOL (MIXED)

Queen's Drive,
Liverpool L15 6XZ

Required for September, GRADUATE to take charge of the German Department. German is taught up to and including "A" and "S" level.

Forms available from and returnable to the Head Teacher quoting Ref. P & M 719(b). Closing date July 21.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:
ST. BERNADETTE'S R.C. COMPREHENSIVE SCHOOL
Bunton Dale, Nottingham
NG3 7DN
Headmaster: I. V. Grealy, M.A.
Mixed, 480 (11-18)
For September or January, experienced TEACHER (Scale 3) of FRENCH to be HEAD of MODERN LANGUAGES.
French is taught throughout the Lower School, leading to C.S.E. and "O" level courses in fourth and fifth years.
Further details (S.A.E.) from Head Teacher.
Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

RICHMOND upon Thames
(London Borough of)
TEDDINGTON SCHOOL
(Comprehensive: 880 boys aged 11-16)
Broom Road, Teddington
Middlesex TW11 9PJ
Headmaster J. R. W. Oliver M.A. (Oxon)
Required for January 1981 or sooner if possible:
HEAD of MODERN LANGUAGES.
Scale 4 plus Outer London Allowance £408.
Courses in G.C.E. "O" level in French and German are well established. The Modern Languages Department, which is well equipped, has its own suite of rooms.
The school, which is in a very attractive area, stands beside a pleasant reach of the Thames with its own grounds extending to the bank of the river.
Apply by letter immediately to the Headmaster at the School, giving qualifications, experience, telephone number and the names of two referees.

WALSALL
METROPOLITAN BOROUGH
EDUCATION COMMITTEE
T. P. RILEY COMPREHENSIVE SCHOOL
Lichfield Road, Bloxwich, Walsall, West Midlands
The following post is required for January, 1981.
HEAD OF MODERN LANGUAGES (Scale 3) who is enthusiastic and skilful.
Closing date: July 23, 1980.
Application should be made by letter to the Headteacher of the school giving the names and addresses of two referees and enclosing an S.A.E.

Other Posts on Scale 2 and above

BEDFORDSHIRE
NORTHERN AREA
HASTINGSBURY UPPER SCHOOL
Hill Rise, Kempston, Bedford
Headmaster: Mr. A. Greenfield
(Comprehensive Upper) 13-18 [illegible]
Required for September, 1980, a well-qualified TEACHER of GERMAN and FRENCH. Initially the successful candidate will need to teach more French than German, but the proportion of German will increase over the years.
A Scale 2 post is available for a candidate able to offer suitable experience as well as good qualifications.
Further details and application forms from the Headmaster at the school. Telephone Bedford 853536.

BUCKINGHAMSHIRE
WYCOMBE DIVISION
WYCOMBE HIGH SCHOOL
Marlow Hill, High Wycombe
(1,010 on roll)
Head: Mrs. R. A. Baylis, B.A.
Required for September or January, 1981, experienced GRADUATE to teach FRENCH up to Oxbridge Entrance in this selective Girls' Grammar School, which has 300 pupils in the Sixth Form. Scale 2 post.
Reimbursement of removal expenses. 75 per cent allowance on legal and Estate Agents' fees (maximum payment £750) and incidental expenses of £125 payable in approved cases. Housing allowance pending removal, also payable in approved cases.
Application form and further particulars from the Headmistress (stamped addressed foolscap envelope please).

MERTON
(London Borough of)
EDUCATION COMMITTEE
ROWAN HIGH SCHOOL FOR GIRLS
Rowan Road, London SW16 5JF
Headmistress: Mrs D. G. Haugh
Telephone: 01-764 7179
(Age range: 13 to 18 years: number on roll: 715)
Required for September, 1980, a Scale 2 TEACHER of FRENCH and GERMAN to join a strong modern languages team. There is an opportunity to teach French to C.S.E. and French and German to C.S.E. and "O" level and for a suitable candidate there is the possibility of "A" level work. There is a flourishing established exchange link with a school in the Loire Valley. A first appointment would be considered on a Scale 1 basis.
London Allowance £609. Legal expenses and assistance towards removal expenses will be considered in approved cases.
Application forms and further particulars of the post are available from the Headmistress at the above address. Please enclose a stamped addressed envelope. Completed forms should be returned to the Headmistress as soon as possible.
Closing date: As soon as possible.

CITY OF SALFORD
EDUCATION DEPARTMENT

ST. PATRICK'S CATHOLIC HIGH SCHOOL

Guildford Road, Eccles,
Manchester M30 7JF
(11-16 Comprehensive:
980 Mixed)

Required from September, 1980, or January, 1981, TEACHER of GERMAN/FRENCH (Scale 2) to take an "O" level German Group and assist with Main School French.

Applications will also be considered from newly qualified Graduates who would be eligible for the post at Scale 1 only.

Application forms from the Head of the school (s.a.e. please).

Scale 1 Posts

BARNET
(London Borough of)
RAVENSCROFT SCHOOL
Barnet Lane, London N20
Telephone: 01-445 [illegible]
Mixed Comprehensive
Roll 800, Sixth Form 60
Required September, 1980, qualified TEACHER of FRENCH and ENGLISH (Scale 1). Temporary Supply Appointment replacing member of staff who will be taking maternity leave. A teacher able to maintain courses in both English and French at secondary level is required.
Apply to Headmaster giving full details (S.A.E.).

BERKSHIRE
EASTHAMPSTEAD PARK SCHOOL
Easthampstead Park, Wokingham
(Number on roll 1,450; comprehensive)
Required for September, TEACHER of GERMAN (and lower school FRENCH) (Scale 1) to join a successful and dynamic department. The school has a well-established exchange with Heidelberg.
Please contact the Principal immediately. Tel.: Wokingham 780986.
Closing date: July 28.

BROMLEY
(London Borough of)
KEMNAL MANOR SCHOOL
Sevenoaks Way, Sidcup
Kent DA14 5AA
Required for September or as soon as possible thereafter, a full-time or part-time TEACHER of GERMAN in this 11-18 Boys' Comprehensive School, Scale 1, plus London Area Allowance, £408.
For full-time teachers, removal and other expenses are payable in approved cases.
Telephone call or letter of application to the Headmaster in the first instance giving the names and addresses of two referees. Tel. 01-300 7112.

CORNWALL
EDUCATION COMMITTEE
NEWQUAY, TRETHERRAS SCHOOL
Trevenson Road
Newquay, Cornwall TR7 3BH
Group number: 12
Number on roll: 1,600
Sixth form of: 150
Headmaster: Mr. J. A. Gerber, M.A.
Required in September 1980, a TEACHER of FRENCH, to teach French up to "O"/C.S.E. level.
Application forms and further details from Headmaster on receipt of S.A.E.
There is a scheme for Removal Expenses

ENFIELD
(London Borough of)
HOLY FAMILY CONVENT SCHOOL
London Road, Enfield,
Middlesex EN2 6EL
Girls' Comprehensive
11 to 14 age group
Required for January, 1981, full-time TEACHER of FRENCH for the 11 to 14 age group. Graduate preferred.
London Allowance payable £408 per annum. Consideration given to assistance with removal and relocation costs, temporary housing and two homes allowance.
Application forms (stamped addressed foolscap envelope) obtainable from the Headteacher to whom they should be returned as soon as possible.

ESSEX

BRENTWOOD COUNTY HIGH
(Roll 1,300; mixed comprehensive)
Shenfield Common, Brentwood.
(Tel.: Brentwood 226482)

FRENCH: Scale 1 plus £177 fringe allowance
Required September, TEACHER of FRENCH throughout age range. Ability to teach second language or European studies desirable.

THE HARWICH SCHOOL
(Roll 1,500: Group 12: 11 to 18)
Hall Lane, Dovercourt
(Tel.: Harwich 6273)

MODERN LANGUAGES
Scale 1.
September for one term, TEACHER of FRENCH/GERMAN to "O" and C.S.E. level. Full-time preferred.

MOULSHAM HIGH SCHOOL
(Roll 1,618)
Brian Close, Chelmsford
(Tel.: Chelmsford 60101)

Graduate TEACHER of FRENCH, Scale 1.
Required September 1980, graduate French teacher in a strong department.

SHENFIELD SCHOOL
(Roll 1,321)
Alexander Lane, Shenfield
(Tel. Brentwood 219131)

FRENCH Scale 1 plus £177 fringe allowance.
Required September 1980, to teach to C.S.E. "O" and "A" levels. Special language rooms. Flourishing links with French and German schools.

For all the above posts, curriculum vitae and names of referees to the Head Teacher concerned (foolscap S.A.E., please).

GLOUCESTERSHIRE
HIGH SCHOOL FOR GIRLS
Denmark Road, Gloucester
Three Form entry Girls' Grammar School.
Qualified TEACHER of FRENCH required for September. The person appointed will be teaching to "O" level with the possibility of "A" level work for suitable candidate. Subsidiary German desirable. Scale 1.
Applications (no forms) should be sent to the Headmistress giving curriculum vitae and the names and addresses of two referees as soon as possible.
Re-advertisement, previous applicants considered.

HAMPSHIRE
PRIORY SCHOOL
Fawcett Road, Southsea,
Portsmouth PO4 0DL
Comprehensive Mixed 12 to 18, 1,300 on roll.
Required September, 1980, (if possible)
Scale 1 TEACHER of FRENCH.
Apply by letter to Headmaster (curriculum vitae, 2 referees) enclosing S.A.E. for acknowledgement and further details.

HARINGEY
(London Borough of)
ALEXANDRA PARK SCHOOL
Bidwell Gardens, London N11 2AZ (?)
Tel.: 01-888 3241
Headmaster: Mr A. M. Nixon
Co-educational comprehensive school, 1,300 pupils, 130 in the 6th Form.
Required from September, probably for one term, TEACHER of FRENCH, and a little European Studies in the first three years. Vacancy due to maternity leave.
Please apply by letter to the Headmaster giving details of qualifications and experience and the names and addresses of two referees.
London Allowance (£609) payable.

SECONDARY
Modern Languages
continued

HARROW
EDUCATION COMMITTEE
PARK HIGH SCHOOL
Headstone Gardens,
Stanmore, Middlesex
Tel: 01-952 [illegible]

LATIN (with some FRENCH) Scale 1, required for September by this 6 Form Entry Co-educational Comprehensive High School (12 to 18 years) situated in a pleasant residential area.

The candidate will be required to teach Classical Studies in the First Year, leading to Latin at C.S.E. or "O" level in the Upper School.

The successful candidate will also be expected to teach some French.

Application form from and to be returned to Headmaster by July 25. Please enclose stamped addressed envelope.

HUMBERSIDE
EDUCATION COMMITTEE

GRIMSBY DIVISION

WHITGIFT SCHOOL
Crosland Road, Grimsby
Roll 1,200: Mixed Comprehensive
Headmaster: W. G. Haines, B.Sc., B.A.

Required for September, 1980: TEACHER of GERMAN, preferably offering a second major Foreign Language.

This school is 10-form entry organised in Houses, taking pupils in the range 12 plus to 18 plus. It is newly built on a large, well laid out site and has extensive facilities.

Application forms and further information obtainable from the Head Teacher at the school to whom completed forms should be returned within 14 days of this advertisement.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT

DARTFORD DIVISION

SWANLEY SCHOOL
Swanley, Kent BR8 7TE
Telephone: Swanley 62231

Established Large Comprehensive School with a full range intake, mixed: 11 to 18.

Required September a TEACHER of FRENCH, Scale 1 or 2 according to qualifications and experience.

London Fringe Allowance.

Application is by letter to the Headmaster at the school, naming referees and giving details.

CANTERBURY DIVISION

ST. ANSELM'S CATHOLIC COMPREHENSIVE SCHOOL
Headmaster: F. B. Heard, B.A.

The Governors invite applications from suitably qualified TEACHERS for the following appointment, for September, 1980: TEACHER of FRENCH with GERMAN (Scale 1) to join a team of three staff.

Subjects are taught to C.S.E., "O" and "A" levels.

This is a five-form entry 11 to 18 developing Comprehensive (mixed) School.

Further details and application forms from the school in Old Dover Road, Canterbury (Telephone: [illegible]).

HAVERING
(London Borough of)
MAYLANDS SCHOOL
(Roll 690 Girls)
Broadstone Road, Hornchurch, RM12 4AJ
Telephone: Hornchurch 41537
Headteacher: Mrs M. F. Brewer, B.Ed.

TEACHER of FRENCH, Scale 1.

For further details see our display advertisement under secondary vacancies.

MID GLAMORGAN
COUNTY COUNCIL
EDUCATION COMMITTEE
TAFF ELY DISTRICT
COMPREHENSIVE SCHOOL
Hawthorn, near Pontypridd

TEACHER qualified to teach FRENCH, initially in the lower school. Scale 1.

Application forms, to be returned by July 25, 1980, obtainable on receipt of a stamped addressed foolscap envelope, from the District Education Officer, District Education Office, Tyfica Road, Pontypridd.

Canvassing will disqualify.

W. Aylwyn Jones, Director of Education.

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
THE PASTON SCHOOL
(400 boys) and
NORTH WALSHAM GIRLS' HIGH SCHOOL
(500, 11 to 18 years Grammar)

Urgently required for September, 1980, Graduate TEACHER of FRENCH, Scale 2. Scale 1 MODERN LANGUAGE TEACHERS also required for other high schools in this area.

Application forms and further details from Area Education Officer, 7 Park Lane, North Walsham, Norfolk NR28 0BQ. (S.A.E. please).

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT

Applications are invited from suitably qualified teachers for the following post:—

HOLGATE COMPREHENSIVE SCHOOL
Hillcrest Drive, Hucknall, Nottingham. NG15 6PX
Headmaster: E. T. S. Archer, B.Sc., M.Ed., M.I.Biol.
Mixed: 1800 (11 to 18).

For September, TEACHER (Scale 1) of FRENCH to join large and active Faculty of Languages. Familiarity with audio-visual methods a recommendation.

Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT

Applications are invited from suitably qualified TEACHERS for the following post:—

EASTWOOD COMPREHENSIVE SCHOOL
Mansfield Road, Eastwood, Nottingham. NG16 3EA
Headmaster: R. R. Groome, B.A.
Mixed: 1,420 (11 to 18)

For September, TEACHER (Scale 1) of GERMAN for two terms.

This post is temporary initially (maternity cover) with the possibility of a permanent appointment.

Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT

Applications are invited from suitably qualified TEACHERS for the following post:—

TRINITY (VOLUNTARY AIDED) R.C. COMPREHENSIVE SCHOOL
Beechdale Road, Aspley, Nottingham. NG8 3EZ
Headmaster: A. Murphy, B.A.
Mixed, 760 (11 to 18)

For September, TEACHER (Scale 1 or 2) of GERMAN to teach to "A" level. Scale 2 may be available for suitably experienced candidate. Catholic preferred.

Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

REDBRIDGE
(London Borough of)
MAYFIELD HIGH SCHOOL
Mayfield Road, Goodmayes, Essex
Telephone: [illegible]
Head: [illegible]

A TEACHER of FRENCH and of ITALIAN is required for this 11 to 18 eight form entry mixed Comprehensive School from September next. This post is an interesting and challenging position in that Italian is a growing course for the more able students to "O" level. The school has its own language laboratory. The department of the school has a keen and enthusiastic group of pupils dedicated to audio visual techniques and examination success.

Please apply by letter to the Head at the school giving details of age, education, qualifications and experience (if any), and the names and addresses of two referees.

RICHMOND UPON THAMES
(London Borough of)

TEDDINGTON SCHOOL
(11 to 18 Comprehensive 8FE mixed)
Broom Road, Teddington
Middlesex TW11 9PJ

Required for Autumn Term only, TEACHER of FRENCH Scale 1 plus Outer London allowance £400.

Courses to G.C.E. "O" level in French are well established. The Modern Languages Department has its own suite of rooms.

The school, which is in a very attractive area, stands beside a pleasant reach of the Thames with its own grounds extending to the bank of the river.

Apply by letter as soon as possible to the Headmaster at the school giving telephone number, qualifications, experience and the names of two referees.

SURREY
ST. PETER'S AND MERROW GRANGE SCHOOL
Horseshoe Lane, Guildford

Required for September, Temp. TEACHER for FRENCH to "O" level. Apply to Headmaster [illegible].

SURREY
EDUCATION COMMITTEE
DE BURGH COUNTY SECONDARY
Tadworth
(12-16)

FRENCH TEACHER required, full or part-time. Scale 1 to "O" and "A" level.

Apply to the Head.
Tel. Burgh Heath 50715.

WARWICKSHIRE

KINETON HIGH SCHOOL
Banbury Road, Kineton,
Warwick, CV35 0JX
(1,530 on roll,
non-selective mixed)

Required September 1980, TEACHER for FRENCH for years 1 to 5.

Application form and further details available from Head at the School (S.A.E. please).

Music

Heads of Department

BRECON
CHRIST COLLEGE
See under INDEPENDENT SCHOOLS.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
CARLTON LE WILLOWS SCHOOL
Wood Lane, Gedling, Nottingham. NG4 4AA
Headmaster: Mr. T. E. Dowman, M.A.
Mixed: 1,670 (11 to 18)

Applications are invited from suitably qualified TEACHERS for the following post:—

For January, 1981 experienced TEACHER (Scale 3) to be HEAD of MUSIC. Commitment to musical activity within the school essential. Excellent facilities.

Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

Other Posts on Scale 2 and above

CROYDON
(London Borough of)
OVERBURY HIGH
Overbury Crescent, New Addington, Croydon CR0 0AS
Telephone: 66-42152/3

Tenable September 1, 1980

MUSIC TEACHER required in this 11 to 14 high school. A wide range of instrumental work is taught including a brass band and orchestra.

Salary, Burnham Scale 1 or 2. With London Area Allowance.

Please send S.A.E. for application form from, and returnable to, the Head Teacher at the above address as soon as possible.

LIVERPOOL

ASSISTANT Scale 1/2
MUSIC
[illegible]
COMPREHENSIVE SCHOOL
(Mixed)
Sherwoods Lane, Liverpool
L10 1LD

Required for September or as soon as possible thereafter, an enthusiastic, suitably qualified TEACHER to maintain and develop the teaching of music throughout the school. Applications are invited from newly qualified teachers but a Scale 2 available for a suitably qualified and experienced candidate.

Forms available from and returnable to the Head Teacher quoting reference P & M 660(b). Closing date 31 July.

LONDON, S.W.20
URSULINE CONVENT
18 The Downs, Wimbledon
London SW20 8HR
(Girls' Comprehensive High School; 13 to 18; 940 on roll.)

Required September 1980: Temporary TEACHER of MUSIC for one term to teach Music to C.S.E., "O" and "A" levels, and also to teach class groups in the 13-plus and 14-plus age groups, with the possibility of a permanent Scale post for a suitable applicant.

Part-time applicants will also be considered.

Please apply to the Headmistress with testimonials and S.A.E. for acknowledgment, giving the names and addresses of two referees.

NEWHAM
(London Borough of)
NEWHAM ACADEMY OF MUSIC
Wakefield Street, London E6 1NG
PERIPATETIC BRASS TEACHER

Required September 1980, to teach BRASS in schools and to play TROMBONE in Staff Orchestra.

Scale 2 is available for experienced candidate. Car allowance payable.

London Allowance £400.

Application forms available from the undersigned to whom completed forms should be returned by July 25, 1980.

Director of Education, Education Offices, Broadway, Stratford London E15 4BH.

SHROPSHIRE
EDUCATION COMMITTEE
HARLESCOTT COUNTY SECONDARY SCHOOL
Corndon Crescent, Shrewsbury
SY1 4LL
(Group 9 mixed)

Required for September, 1980, TEACHER of MUSIC Scale 1 to teach throughout the school including examination work.

Wide range of Music making including Woodwind and Brass.

Apply by letter including curriculum vitae and names of 2 referees to Headmaster.

Scale 1 Posts

BARNSLEY
Metropolitan Borough Council
WILLOWGARTH HIGH SCHOOL
Brierley Road, Grimethorpe, Barnsley
Headteacher: W. D. Trotman, M Phil, Dip Ed

Required for January 1981 or earlier if possible: a TEACHER of MUSIC (Scale 1).

Application by letter giving full curriculum vitae with names and addresses of two referees to the Headteacher.

BARNSLEY
METROPOLITAN BOROUGH COUNCIL
THURNSCOE COMPREHENSIVE SCHOOL
Clayton Lane, Thurnscoe, Rotherham
(11 to 16 mixed) 935 on roll
Headteacher: D. Owen

Required for September 1980 a SPECIALIST MUSIC TEACHER (Scale 1). The school has good specialist accommodation and a very active musical life.

Applications by letter in the first instance to the Headteacher.

DERBYSHIRE
SINFIN COMMUNITY SCHOOL
Farmhouse Road, Derby DE2 3AR

Required from September 1, 1980, a TEACHER of MUSIC for one term only.

Applications, including full curriculum vitae, to the Headmaster immediately. Telephone enquiries welcome to Derby 761174 and Nottingham 251614 (Home).

DONCASTER
PERIPATETIC MUSIC
TEACHER
VIOLIN VIOLA

Applications are invited from suitably experienced TEACHERS for the above post on Scale 2, or Scale 1 for newly qualified teachers. Instrumentalists without teacher training may apply, but salary will only be payable on Burnham Scale 1.

Duties will include teaching all age groups in schools along with area music centre work. A car mileage allowance is payable.

Application forms and further details are available from the Director of Education, Princegate, Doncaster DN1 3EP (S.A.E., please) to whom completed forms should be returned as soon as possible.

ESSEX
KING HAROLD MIXED COMPREHENSIVE SCHOOL
(Number on roll 1,440, 11 to 18 years)
Broomstick Hall Road
Waltham Abbey
Telephone: Lea Valley 714800 and 714810

MUSIC TEACHER Scale 1.

London Fringe Allowance.

Required September. Enthusiastic TEACHER of MUSIC. Committed team working to make Music central to the school. Well-equipped rooms.

Curriculum vitae and names of referees to Head Teacher (foolscap S.A.E. please).

Tameside Metropolitan Borough

Education Department

The Authority is hoping to recruit primary and secondary Teachers for September, 1980.

Particular shortage subjects in secondary schools are Mathematics, Science, Computer Sciences, Modern Languages, Technical Subjects, Religious Education, but the Authority is prepared to receive applications for trained graduates in other subject areas.

Tameside is one of ten Metropolitan Districts in the Greater Manchester Area and lies to the east of Central Manchester, is predominantly industrial with a good network of road and rail communication and is within easy reach of the Pennines and the Peak District National Park.

As from 1 September, 1980, secondary education provision will be organized on Comprehensive lines, based on 11-16 Comprehensive Schools and Sixth Form Colleges, and the opportunity to fill vacant posts rises in part from this reorganised situation. The Authority has established good relationships with Teacher Associations and its pupil teacher ratio and book and equipment allowances for schools compare favourably with other parts of the United Kingdom.

Application forms are available from the Director of Education (Staffing Department) Education Offices, Town Hall, King Street, Dukinfield, Cheshire, to whom completed forms of application should be returned no later than 21 July, 1980. Ref: 2418/TES.

This outer London Borough is situated on the Eastern Side of Central London, on the fringe of the Green Belt. There is easy access to London.

Unless otherwise stated:—

Applications are invited for the following posts, to take effect from September, 1980, or as soon as possible thereafter.

Closing date is 14 days after the appearance of this advertisement.

For all Secondary School Posts, letters of application should be sent to the Head Teacher concerned, giving full curriculum vitae and quoting two referees.

Applications requiring acknowledgement, requests for further details and application forms should be accompanied by a stamped addressed envelope.

There is a scheme for removal expenses—details on request.

SECONDARY SCHOOLS

BEDFORDS PARK SCHOOL (Roll 1,169 Co-Ed), Appleby Drive, Romford RM3 7SJ. Telephone: Ingrebourne 71331. Head Teacher: R. J. Bracken, B.A. S.P.A. Allowance: £201/£276 p.a. payable.

TEACHER AS HEAD OF PHYSICS
Scale 3, to be responsible for Physics up to 'A' level.

HARROW LODGE SCHOOL (Roll 750 Boys), Hyland Way, Hornchurch, Essex. Telephone: Hornchurch 57041. Head Teacher: W. S. Youll-Richards, B.A.

TEACHER OF SCIENCE
Scale 3. Ability to teach Physics to 'A' level an advantage. The school is split site with three specialist laboratories on the Upper School Site and two general laboratories on the Lower Site. The subjects are taught to CSE, 'O' and 'A' level.

TEACHER OF MATHEMATICS
Scale 1.

TEMPORARY TEACHER OF ENGLISH
Scale 1, required during the maternity leave of absence of the present postholder. The department is a well-organized and enthusiastic team and the subject is taught to 'A' level.

MAYLANDS SCHOOL (Roll 690 Girls), Broadstone Road, Hornchurch RM12 4AJ. Telephone: Hornchurch 41537. Head Teacher: Mrs. M. F. Brewer, B.Ed.

TEACHER OF FRENCH
Scale 1, to teach the subject across the 11-16 age and ability range with the possibility of some 'A' level work for a suitable candidate.

TEMPORARY
TEACHER OF HOME ECONOMICS
Scale 1, to teach the subject across the 11-16 age and ability range. Ability to help with the Child Care Course in Year 4 would be an advantage. This is a temporary post during the maternity leave of absence of the present postholder.

MARSHALLS PARK SCHOOL (Roll 1,400 Co-Ed.—Sixth Form 85), Havering Drive, Romford, Essex. Telephone: Romford 24134. Head Teacher: T. B. Coomer, B.Sc.

TEACHER OF MATHEMATICS
Scale 1, initially for work up to GCE 'O' level. Mainly traditional with syllabus under review. Education computer facilities available.

THE NEAVE SCHOOL (Roll 897 Co-Ed), Settle Road, Harold Hill, Romford, Essex. Telephone: Ingrebourne 71334. Head Teacher: J. B. Quinn, M.A. S.P.A. Allowance £201/£276 p.a. payable.

HEAD OF HOME ECONOMICS DEPARTMENT
Scale 3, with emphasis on Cookery. Good facilities, three Domestic Science and one Needlework Rooms. Three full-time and one part-time staff in department.

TEACHER OF ENGLISH
Scale 1. Courses to CSE 'O' and 'A' levels. Some remedial work available. Good library facilities.

TEACHER OF MUSIC
Scale 1. Subject taken presently to first three years—development of examination work is sought.

SANDERS DRAPER SCHOOL (Roll 987 Co-Ed), Suttons Lane, Hornchurch, Essex. Telephone: Hornchurch 43066. Head Teacher: G. Rogers, B.Sc.

TEMPORARY TEACHER OF SCIENCE
Scale 1, required for one term during the maternity leave of absence of the present postholder. The post is mainly to teach Biology.

SACRED HEART OF MARY GIRLS' SCHOOL (Roll 524), St. Mary's Lane, Upminster, Essex. Telephone: Upminster 22660. Head Teacher: Sister St. Esprit, M.A.

TEACHER OF PHYSICS
Scale 2, to teach the subject to 'O' and 'A' level with Nuffield Combined Science in the Lower School. Post available to a suitably qualified and experienced candidate.

ST. EDWARDS SCHOOL (Roll 1,060—Sixth Form 150). Aided C. of E. Comprehensive, London Road, Romford, Essex. Telephone: Romford 42809. Head Teacher: J. E. Gwinnell, M.A.

TEACHER OF METALWORK/WOODWORK/ ENGINEERING DRAWING
Scale 1—full or part-time post for either a first appointment or a more experienced applicant. There are well-equipped craft shops and Engineering Drawing is an expanding subject within a strong energetic department. Many candidates opt for 'O' level and CSE examinations in several syllabuses. 'A' level work also available for a suitable candidate.

Havering

…NDARY
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…ING
…Borough of)
…AVE SCHOOL
…Road, Harold Hill
…Essex
…: Ingrebourne
…Co-educational
…cher: J. B. Q…, M.A.
…R of MUSIC (Scale 1)
…further details see our display advertisement under secondary vacancies.

HERTFORDSHIRE
PARMITER'S SCHOOL
…gh Elms Lane, Garston
Watford
Garston 71424

…quired September TEACHER of MUSIC for two days a week. Willingness to help with Choir and Orchestra Practices in and out of school hours essential. Further details and applications to Headmaster, giving curriculum vitae and details of two referees.

LONDON
AMERICAN COMMUNITY SCHOOLS
London

Part-time MUSIC TEACHER required for two days per week.

Position commences September. Knightsbridge location.

Apply: Headmaster, 67 Pont Street, London, S.W.1. 01-581 3907

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT

Applications are invited from suitably qualified TEACHERS for the following posts:—

GARIBALDI COMPREHENSIVE SCHOOL

Forest Town, Mansfield Woodhouse Nottinghamshire NG19 0JX

Headmaster: D. K. McIntosh, M.Sc.

(Mixed 1,000 (11 to 18))

For September, TEACHER (Scale 1) of MUSIC.

COUNTY SECONDARY SCHOOLS
SCALE 2 POSTS AND ABOVE

Unless otherwise stated, for all posts in this section, initial applications (giving age, qualifications, experience and names of two referees) should be sent immediately, together with s.a.e. to Head of School.

…ston School, Bordesley Green Road, B9 4TR.
Required as soon as possible: Scale 1 teacher of MATHEMATICS. Scale 2 available for suitably qualified and experienced applicant. To teach subject throughout school.

…ngate School, Beverstock Road, B14 5PD.
Required September, Scale 3 teacher of MATHEMATICS.

SCALE 1 POSTS

Unless otherwise stated, requests for application forms for Scale 1 posts should be sent direct to Head of the school as soon as possible, together with the names of 2 referees and s.a.e.

…ngs Heath School, Hollybank Road, B13 0RJ.
Required September, ECONOMICS graduate, to teach C.S.E., 'O' and 'A' level.

…ngs Norton Girls School, Selly Oak Road, B30 1HW.
Required September teacher of TEXTILE DESIGN with Art and Needlecraft.

…ngate School, Beverstock Road, B14 5PD.
Required September (a) Teacher of Metalwork/T.D. (b) Boys' P.E.

Queensbridge School, Queensbridge Road, B13 8QB
Required September, well qualified teacher of Needlework to teach to C.S.E. and 'O' level. Ability to offer Home Economics an advantage.

…oad Bedford School, Upper Holland Road, Sutton Coldfield, B72 1RB.
Required September: Teachers of: (a) MATHEMATICS (b) ENGLISH, with ability to teach to 'A' level. Graduates preferred.

VOLUNTARY SECONDARY SCHOOLS
SCALE 1 POSTS

Cardinal Newman R.C. School, Popular Avenue B17 8ES.
Required September. Teacher of BOYS' P.E. and GAMES. Ability to offer Geography, or English an advantage. Catholics preferred. Applications to Correspondent Governor c/o Head Teacher at the school.

There is a scheme for assistance with removal expenses.

BIRMINGHAM
CITY COUNCIL

NORFOLK COUNTY COUNCIL
Education Department
WYMONDHAM COLLEGE

House Matron

Residential Care Officer, Grade I/II

£3,195-£4,476 Unqualified, £3,408-£4,713 Qualified
After one year's satisfactory service, salary point advanced:
£4,104 Unqualified, £4,366 Qualified

In addition a supplement is payable which is currently: between £570 and £799 Unqualified; between £608 and £842 Qualified.

House Matrons required as soon as possible at this Co-educational Secondary Boarding School. No formal nursing studies required. A charge for Board and Lodging is made when in residence. Applicants should be not less than 18 years of age. Starting salary according to experience.

Application forms and further details may be obtained by sending a stamped addressed envelope to the County Education Officer, Education Department (Schools Division), County Hall, Martineau Lane, Norwich NR1 2DL, to whom completed forms should be returned as soon as possible.

London Borough of Waltham Forest

The Borough is within easy reach of Central London and bordered by Epping Forest.

Required for September, 1980:—

Saturday Morning Music School

Instructor/Teachers
(1) Brass
(2) Strings

Applicants should have a high degree of performance together with experience in Conducting and Ensemble work.

For Primary and Secondary Schools

Qualified Teachers or Instructors
(1) Brass (full-time)
Applicants for this post should be able to offer a second specialism in percussion, woodwind or violin.
(2) Violin (full and part-time)
(3) Woodwind (full and/or part-time)

Further details and application forms from the Music Adviser, Music Centre, Queens Road, London E17 8QS. All posts are open to men and women. Closing date 25th July, 1980.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT

Applications are invited from suitably qualified teachers for the following post:—

CHRIST THE KING (VOLUNTARY AIDED) R.C. COMPREHENSIVE SCHOOL
Darlton Drive, Arnold, Nottingham NG5 7JZ
Headmaster: I. T. Bateson, B.A.
(Mixed: 790 (11 to 18))

For September, TEACHER (Scale 1) of MUSIC with some ENGLISH. Ability to run a choir, take recorders and guitars an asset. Catholic preferred.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
ELIZABETHAN HIGH SCHOOL
Queen Street, Retford, Notts
Headmistress: Mrs. B. F. E. Coxon-Butler, B.Sc.
Mixed: 1,100 (11 to 19)

Applications are invited from suitably qualified teachers for the following post:—

For January, 1981 well qualified MUSIC SPECIALIST (Scale 1) with ability to motivate, wide interests supporting school's music traditions. Competence with choirs and piano essential.

Applications (no forms) to the Headmistress, with names of two referees, as soon as possible.

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
CASTLEFORD HIGH SCHOOL
(12 to 18) Mixed Comprehensive
N.O.R. 1,330

Required for September, 1980, a Scale 1 TEACHER of MUSIC with another subject (please specify on application form). Music is taught at present to C.S.E. and "O" level. He/she should be capable of teaching examination work and willing to help to help foster music as an extra curricular activity.

Application forms available from Chief Education Officer, Education Department, 8 Bond Street, Wakefield, to be returned as soon as possible.

Pastoral

Other Posts on Scale 2 and above

WEST SUSSEX
Re-advertisement
BISHOP LUFFA C.E. (AIDED) HIGH SCHOOL
Bishop Luffa Close
Chichester PO19 3LT
(Six-form Entry Co-educational Comprehensive)

Required January 1981. HOUSEMASTER/HOUSEMISTRESS. Scale 3. Ability to teach Mathematics an advantage.

Form and details from Headmaster on receipt of S.A.E.

Physical Education

Heads of Department

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT

Applications are invited from suitably qualified TEACHERS for the following post:—

MANNING COMPREHENSIVE SCHOOL
Gregory Boulevard, Nottingham NG7 6PA
Headmistress: Mrs M. C. Clark
(750 Girls, 11 to 18)

For January, TEACHER (Scale 3) as imaginative HEAD OF PHYSICAL EDUCATION to lead a well-established department which offers a wide range of activities.

Interest in Health Education and/or Duke of Edinburgh Scheme appreciated. Previous applicants will be reconsidered.

Applications (no forms) to the Headmistress, with names of two referees, as soon as possible.

Scale 1 Posts

CAMBRIDGESHIRE
CAMBRIDGE AREA
IMPINGTON VILLAGE COLLEGE

Required for September, a TEACHER of BOYS' PHYSICAL EDUCATION (Scale 1) in this mixed 11 to 18 comprehensive school (Roll 1,175).

There are excellent facilities, including a heated swimming pool, two gymnasia and extensive playing fields. The person appointed will also be required to teach some Mathematics.

Apply to Warden, Impington Village College with full curriculum vitae together with names and addresses of two referees.

CROYDON
(London Borough of)
NORBURY MANOR BOYS' HIGH
Stanford Road, London SW16
Telephone: 01-764 7671/2
Tenable: 1st September, 1980

Enthusiastic TEACHER required for P.E. with MATHEMATICS.

Good facilities and sound leadership in both departments.

Salary Burnham Scale with London Area allowance.

Please send S.A.E. for application form from and returnable to the Head Teacher at the above address as soon as possible.

ENFIELD
(London Borough of)
KINGSMEAD SCHOOL
Southbury Road, Enfield
Middlesex EN1 1YQ
(Mixed Comprehensive) Roll: 1,300

Required for September 1980, a TEACHER for BOYS' PHYSICAL EDUCATION and GENERAL SUBJECTS (Scale 1). Excellent facilities. Very successful at sport. The Physical Education Department is large and efficient.

London Allowance payable £408 per annum. Consideration given to assistance with removal and relocation costs, temporary housing and two homes allowance.

Application forms (stamped addressed foolscap envelope) obtainable from the Head Teacher to whom they should be returned as soon as possible.

ESSEX
ST. BERNARD'S CONVENT HIGH SCHOOL
(Roll 780)
Milton Road, Westcliff-on-Sea, SS0 7JS
Telephone: 0702 43985
PHYSICAL EDUCATION Scale 1.
Required September or January TEACHER of PHYSICAL EDUCATION to teach subject throughout school. Particular interest in Gymnastics and Modern Educational Dance desirable.
Curriculum vitae and names of referees to the Headteacher (foolscap S.A.E. please).

HARINGEY
(London Borough of)
STATIONERS' COMPANY'S SCHOOL
Mayfield Road, London N8 9LR
Telephone 348 1660/6
Voluntary controlled school: roll 1,000 boys, 120 in sixth form
Required for September 1980
TEACHER of PHYSICAL EDUCATION and GAMES, Scale 1

Please apply, as soon as possible, to the Headmaster, Mr. R. D. Baynes, M.A., at the school, giving brief details of qualifications and experience.

WOOD GREEN SCHOOL
White Hart Lane N22 5QJ
Mixed Comprehensive School on one site

Required for September 1980 or as soon after as possible:
TEACHER of BOYS' PHYSICAL EDUCATION and GAMES.
Excellent facilities, including gymnasium, rodeo area, sports hall and use of adjacent New River Sports Centre. High reputation for athletics, gymnastics and basketball.

Please apply by letter in the first instance to the Headmaster, giving details of qualifications and experience and the names and addresses of two referees.

HEREFORD AND WORCESTER
COUNTY COUNCIL
THE ABBEY HIGH SCHOOL
(13-18)
Easemore Road, Redditch
Worcestershire B98 8HB

Required for September, 1980 (or as soon as possible thereafter) a TEACHER of GIRLS PHYSICAL EDUCATION and GAMES, Scale 1. The school is a 13-18 comprehensive high school of 1,000 pupils including a large sixth form and Physical Education/Games are a very strong area of school life. Prospective candidates are welcome to visit the school by appointment with the Headmaster and may be interested to know that accommodation, rented and private, is readily available in this pleasant part of the County.

Application forms and further details can be obtained from the Head on receipt of a foolscap S.A.E.

HERTFORDSHIRE
COUNTY COUNCIL
WATFORD GRAMMAR SCHOOL FOR GIRLS
The Crescent, Watford

Required September, Part-time TEACHER for GIRLS PE. Two days per week. Scale 1 plus London Fringe Allowance £177 (pro rata).

Apply by letter to Headmistress with curriculum vitae, names and addresses of two referees and copies of testimonials.

HERTFORDSHIRE
COUNTY COUNCIL
RICKMANSWORTH SCHOOL
Scots Hill, Croxley Green, Rickmansworth

Roll: 1,000 boys and girls (200 in Sixth Form)

Required September for one term: TEACHER for GIRLS PE. The appointment is to cover for a teacher reserving the right to return. Good facilities include indoor swimming pool. Scale 1 plus London Fringe Allowance £177.

Apply by letter (no forms) to the Headmaster, enclosing curriculum vitae, two referees, testimonials and telephone numbers.

HUMBERSIDE
EDUCATION DEPARTMENT
EAST RIDING DIVISION
BRIDLINGTON SCHOOL
Bessingby Road, Bridlington
North Humberside
(Voluntary controlled comprehensive with boarding facilities: number on roll: 1,200)

TEACHER of GIRLS' PHYSICAL EDUCATION/ENGLISH: Scale 1. Required for October 1980, a temporary Teacher of Girls' Physical Education and English in the Lower School. This temporary appointment is to cover the absence on maternity leave of a member of staff.

Application forms are available from the Headmaster at the school to whom completed forms should be returned by July 21, 1980.

HUMBERSIDE
EDUCATION DEPARTMENT
EAST RIDING DIVISION
MARKET WEIGHTON SCHOOL
Spring Road, Market Weighton, York
(Mixed Comprehensive 11 to 18 years) N.O.R. 940

Required for September, 1980, a TEACHER to be responsible for GIRLS' PHYSICAL EDUCATION throughout the school. Scale 1.

Application forms and further details are available from the Head at the school to whom completed forms should be returned by 31st July, 1980.

LEICESTERSHIRE
HIGH SCHOOL
South Wigston, Leicestershire
For main advertisement see under HUMANITIES.

LIVERPOOL
ASSISTANT Scale 1.
PHYSICAL EDUCATION
HOLLY LODGE COMPREHENSIVE SCHOOL
(Girls)
Queens Drive, Liverpool
L13 0AE

Required for September. Good sports facilities available. Please state special interests.

Forms available from (S.A.E.) and returnable to the Head Teacher quoting reference P & M 739(b). Closing date 21 July.

MERTON
(London Borough of)
EDUCATION COMMITTEE
EASTFIELDS HIGH SCHOOL FOR BOYS
Acacia Road, Mitcham, Surrey.
Headmaster Mr. B. F. Atherton
Telephone: 01-648 6627
Age Range: 13 to 18
No. on roll 683

Required September 1980 for one term TEACHER for PHYSICAL EDUCATION. The school has very strong traditions in Soccer, Hockey, Basketball and Badminton as well as participating in a wide range of other sports.

London Allowance £600.

Application form and further particulars of the post are available from the Headmaster at the above address. Please enclose a stamped addressed envelope. Completed forms should be returned to the Headmaster as soon as possible.

Closing Date: As soon as possible.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
TOP VALLEY COMPREHENSIVE SCHOOL
Top Valley Drive West, (Bestwood Road), Nottingham NG5 9AZ
(Headmaster: B. O. Cooper, B.A., F.I.L.)
Mixed: 1,200 (11 to 18)

Applications are invited from suitably qualified TEACHERS for the following post:

For September, TEACHER (Scale 1) of GIRLS P.E. for about half a timetable.

Please state other subjects offered.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT

Applications are invited from suitably qualified TEACHERS for the following post:

NORTH BORDER COMPREHENSIVE SCHOOL
Off Whitehouse Road, Bircotes, Doncaster, South Yorkshire DN11 8LJ
Headmaster: Dr. A. A. Haslam, B.Sc.
Mixed: 900 (11-18)

For September, TEACHER (scale 1) of GIRLS P.E., with JUNIOR ART, to contribute to the team teaching in years 1 and 2.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT

Applications are invited from suitably qualified TEACHERS for the following posts:

SHERWOOD HALL UPPER SCHOOL
Stuart Avenue, Forest Town, Mansfield, Notts. NG19 0AB.
Headmaster: R. J. Penfold, B.Sc.
Mixed: 1,140 (14-18)

For September, TEACHER (Scale 1) of BOYS' P.E.

Application forms available (s.a.e.) from the Head Teacher.

REDBRIDGE
(London Borough of)
WOODBRIDGE HIGH SCHOOL
St Barnabas Road, Woodford Green IG8 7DQ
Telephone: 01-504 9018
Head: A. E. R. Dale, M.A.

Woodbridge High School is a well-established seven-form entry 11-18 Comprehensive School. It is on a single site and is in a largely residential area near Woodford Central Line Underground station.

Applications are invited for the post of TEACHER in the GIRLS' PHYSICAL EDUCATION section. The successful applicant will be expected to teach across the range of age and ability. Enthusiasm and commitment to take full advantage of the facilities available are required. The post is a permanent one within the Authority, the teacher serving in the first instance at Woodbridge High School and is at Scale 1 with Outer London Allowance.

Please apply by letter to the Head at the School, giving full details of age, education, qualifications and experience (if any) and the names and addresses of two referees.

Candidates seeking a first appointment are welcome to apply.

SEFTON
(Metropolitan Borough of)
CHESTERFIELD HIGH SCHOOL
(1,260 boys and girls aged 11-18)
Chesterfield Road, Crosby Liverpool L23 9YB

Temporary TEACHER, BOYS' P.E. SPECIALIST (Scale 1) to cover for a member of staff on secondment for 1 year.

Apply immediately by letter to the Headmistress, Mrs. M. S. Thomas, B.A., J.P., enclosing curriculum vitae, names and addresses of 2 referees and a stamped addressed envelope no later than 17th July, 1980.

SHROPSHIRE
EDUCATION COMMITTEE
THE ERCALL WOOD SCHOOL
Golf Links Lane, Wellington
Telford TF1 2DT

Required for September 1980, a Specialist TEACHER for BOYS' PHYSICAL EDUCATION.

Newly opened 11-16 Comprehensive.

Ability to assist with Art is looked for.

Apply to Headmaster for further details. S.A.E.

SOLIHULL
EDUCATION COMMITTEE
WHITESMORE SCHOOL
Bosworth Drive, Chelmsley Wood, Birmingham, B37 5DS.

Eight-form entry 11 to 18 purpose-built comprehensive school, serving a large urban overspill area. The School has strongly developed community links.

Required for September 1980: ASSISTANT TEACHER for BOYS PE (Scale 1). An interest in Basketball would be an advantage.

For application form and further details please write to the Head at the School, enclosing stamped addressed envelope.

SURREY
MORE HOUSE SCHOOL.—See advertisement under PHYSICAL EDUCATION.

SUTTON
(London Borough of)
JOHN FISHER SCHOOL (R.C.)
700 boys voluntary aided

Required for September 1980 or January 1981, a P.E. TEACHER for a school with strong rugby and athletics tradition. Excellent facilities. Scale 1.

Apply, with curriculum vitae and names of two referees to Headmaster, Peaks Hill, Purley, Surrey CR2 3YP.

WALSALL
METROPOLITAN BOROUGH
EDUCATION COMMITTEE
ALDRIDGE COMPREHENSIVE SCHOOL
Tynings Lane, Aldridge, Walsall, West Midlands

Aldridge School is a 9/10 Form Entry fully Comprehensive school with a large Sixth Form.

PHYSICAL EDUCATION TEACHER for BOYS required for September. Excellent facilities available.

Application should be made by letter to the Head Teacher of the school giving the names and addresses of two referees and enclosing an S.A.E.

Closing date 18th July, 1980.

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
COPPICE HIGH SCHOOL
Scale 1

Required for September, 1980.

TEACHER for Boys' PHYSICAL EDUCATION/HISTORY/PHYSICAL SCIENCES, required for 1 year in this 11-18 comprehensive School situated in a residential area of the borough.

Application forms available from the Director of Education, Education Department, Civic Centre, St Peter's Square, Wolverhampton WV1 1RR, to whom they should be returned within 10 days of this advertisement (S.A.E. please).

Religious Education

Other Posts on Scale 2 and above

ESSEX
BRENTWOOD(?) SCHOOL… [illegible] WALTER SCHOOL
(Roll 1214)
Sawyers Hall Lane, Brentwood
Telephone: Brentwood 220108
RELIGIOUS EDUCATION (Scale 2) plus £177 fringe allowance.

Required September/January, TEACHER of RELIGIOUS STUDIES working within integrated Humanities. Scale 2 for suitable applicant.

Curriculum vitae and names of referees to the Headteacher (foolscap S.A.E. please).

Scale 1 Posts

BERKSHIRE
ST BARTHOLOMEW'S SCHOOL
Andover Road, Newbury
Roll 1,620, mixed comprehensive, 550 in sixth form

Required in September: TEACHER of RELIGIOUS EDUCATION, capable of making a contribution also in the Remedial Department. An interest in extra-curricular activities would be an asset, a commitment to the maintenance of high personal standards an essential.

Further particulars obtainable from the Headmaster, to whom letter of application with curriculum vitae should be addressed (SAE). Closing date July 14.

BERKSHIRE
ALFRED SUTTON GIRLS' COMPREHENSIVE SCHOOL
Green Road, Reading
Number on Roll: 770
Required September:
TEACHER for RELIGIOUS STUDIES. Vigorous department with C.S.E., "O" and "A" level (Oxford) well established. Multi-cultural school: understanding of world religions needed.

Apply by letter giving curriculum vitae to Head (s.a.e.). Closing date: July 28, 1980.

BEXLEY
(London Borough)
ST. MARY & ST. JOSEPH'S R.C. SCHOOL
Chislehurst Road,
Sidcup, Kent DA14 6BP
Tel.: 01-309 7700

Required for September TEACHER of RELIGION and SPANISH. This is a temporary appointment. Catholic teacher preferred.

L.A.A. £408.

Requests for application forms should be sent to the Headmaster (enclosing foolscap S.A.E.).

CUMBRIA
COUNTY COUNCIL
ST. BENEDICT'S R.C. SCHOOL,
Red Lonning, Hensingham,
Whitehaven.
(Voluntary aided mixed 11 to 16 years, 980 on roll)

Required for September, 1980, or as soon as possible, a TEMPORARY ASSISTANT TEACHER of RELIGIOUS EDUCATION (to cover a secondment). Scale 1.

Letters of application to the Head giving curriculum vitae and names of two referees as soon as possible.

ISLE OF WIGHT
UPPER CHINE SCHOOL
Shanklin, Isle of Wight
(380 girls: seven to 18)

Experienced resident TEACHER for RELIGIOUS STUDIES throughout Senior School.

Burnham Scale plus allowance for weekend duties.

Apply with curriculum vitae to the Headmistress.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT

GRAVESHAM DIVISION

ST JOHN'S RC COMPREHENSIVE SCHOOL
Rochester Road, Gravesend
Roll 850

Required for September, 1980, or as soon as possible, TEACHER of RE.

St John's is a six-form entry mixed school, reorganised as an 11 to 18 comprehensive in 1976. There are 850 pupils on roll and it is expected that this will grow in three years to over 1,000, including 130 in the Sixth Form.

Further details and application forms from the Headmaster at the school (telephone Gravesend 4…) to be returned to Canon E. Mundy, 192 Parrock Street, Gravesend, as soon as possible.

KIRKLEES
METROPOLITAN COUNCIL
HOWDEN CLOUGH HIGH SCHOOL
Windmill Lane, Batley,
West Yorkshire WF17 0LD
(Ref. 820)

Required for January 1981, a full-time TEACHER of RELIGIOUS EDUCATION, Scale 1. Howden Clough is presently an 11-16 non-selective Girls' High School of 1,200 pupils although it is anticipated that in September 1981 the school will become an 11-18 Girls' Comprehensive School.

Further particulars and forms of application are available from the Headmaster at the school to whom completed forms should be returned as soon as possible.

Science

Heads of Department

CUMBRIA
COUNTY COUNCIL
NEWMAN R.C. SCHOOL
Victoria Place, Carlisle
(Aided, Mixed Comprehensive 11-18 years, 719 on roll, opened 1968)

Required for January 1981, HEAD of PHYSICS. Scale 2 established "A" level courses.

Application forms and further details available from the Head to whom completed forms should be returned July 25, 1980.

ESSEX
FAIRFAX HIGH SCHOOL
(Roll 600)
Fairfax Drive, Westcliff on Sea
SS0 9BD
Tel.: (0702) 45550
HEAD of SCIENCE (Scale 3)

Required January, 1981, well qualified PHYSICIST to organize a large department, offering Physics, Chemistry, Biology, General Science.

Curriculum vitae and names of referees to the Head Teacher (foolscap S.A.E. please).

HAVERING
(London Borough of)
BEDFORDS PARK SCHOOL
(Roll 1,169, Co-educational)
Appleby Drive, Romford RM3 7SJ
Telephone: Ingrebourne 71331
Head Teacher: R. J. Bracken, B.A.
TEACHER as HEAD of PHYSICS.
Scale 3.

For further details see our display advertisement under secondary vacancies.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
LEVENTHORPE SCHOOL
Sawbridgeworth

Applications are invited from well qualified and experienced teachers for the post of HEAD of SCIENCE (Scale 4) from January 1981.

An enthusiast with proven teaching and organising ability is sought to lead a large and successful well-equipped department. This popular school is pleasantly situated on the Herts/Essex border and qualifies for the London Fringe Allowance.

Preference will be given to a physicist or chemist and fuller details and application forms are available from the Headmaster, to whom they should be returned as soon as possible.

SECONDARY
Science
continued

Other Posts on Scale 2 and above

BEDFORDSHIRE
SOUTHERN AREA
LUTON SIXTH FORM COLLEGE
Bradgers Hill Road, Luton
Principal: Dr L. Martindale

PHYSICS
Required for September 1980, a SPECIALIST to teach PHYSICS to "O", "A" and C.S.E. levels, Scale 2. Applicants will be considered at Scale 1 for teachers seeking their first appointment.

Council accommodation may be available in certain cases.

Further details and application forms obtainable from and returnable to the Principal. (S.A.E. please.)

CAMBRIDGESHIRE
HUNTINGDON AREA
ST PETER'S SCHOOL
Huntingdon, Cambridgeshire
(Co-ed Comprehensive 1,130 on Roll)
Headmaster: W. G. Thomas, J.P., B.A.
Required for September 1980, GRADUATE (Scale 2) to teach PHYSICS in this well established Comprehensive School.

Physics is taught to C.S.E., "O" and "A" levels. There is a strong department of five staff. Electronics and Engineering Science are also taught by members of the department.

Please write to the Headmaster giving curriculum vitae and the names of two referees.

ESSEX
CHALVEDON COMPREHENSIVE SCHOOL
(11 to 18)
(Roll approximately 1,650 September 1980)
Wickford Avenue Pitsea, Basildon
Telephone Basildon 552836
SCIENCE Scale 2.
Outer London Fringe Allowance.
Required September, TEACHER for INTEGRATED SCIENCE in Years 1 to 3. Scale 2 and work with older pupils available if suitably qualified applicant. Possibility of rented accommodation.

Curriculum vitae and names of referees to the Headteacher (foolscap S.A.E. please).

GLOUCESTERSHIRE
STROUD HIGH SCHOOL FOR GIRLS
Stroud
Required September, 1980, or January, 1981, GRADUATE TEACHER of PHYSICS to "A" level. Three new science laboratories opened last year. Some combined science teaching also required for first and second years. Interest in computer studies an advantage. Scale 2 post available.
Apply Headmistress.

HAVERING
(London Borough of)
HARROW LODGE SCHOOL
(Roll 750 Boys)
Hyland Way,
Hornchurch, Essex
Telephone: Hornchurch 57011
Head Teacher: W. S. Youll-Richards, B.A.
TEACHER of SCIENCE, Scale 2.
For further details see our display advertisement under secondary vacancies.

HAVERING
(London Borough of)
SACRED HEART OF MARY GIRLS' SCHOOL
(Roll 520)
St Mary's Lane, Upminster, Essex
Telephone: Upminster 22680
Head Teacher: Sister St. Esprit, M.A.
TEACHER of PHYSICS, Scale 2.
For further details see our display advertisement under Secondary Vacancies.

HEREFORD AND WORCESTER
COUNTY COUNCIL
STOURPORT-ON-SEVERN HIGH SCHOOL
(13 to 18)
Minster Road,
Stourport-on-Severn
Worcs DY13 8AX
TEACHER of PHYSICS—Scale 3. This 13 to 18 Comprehensive High School requires from January, 1981, an experienced Physics Teacher to be responsible for Physics within the Science Department. There are nine well-equipped laboratories and "A", "O" and C.S.E. courses are well established in all the sciences.

Application forms and further details can be obtained from the Head on receipt of a foolscap S.A.E.

HERTFORDSHIRE
COUNTY COUNCIL
STEVENAGE DIVISION
ALLEYNES SCHOOL
High Street, Stevenage
870 Boys on Roll
110 in Sixth Form
Required either for September 1980 or January, 1981, a Senior TEACHER of PHYSICS (Scale 3) to join a Science Department of 12 to teach either Physics or Chemistry to "A" level and the other Science to "O" level or C.S.E. (a Physicist with Chemistry as second subject is preferred). Excellent facilities are available in a purpose-built science block in a school where science is traditionally strong. An interest in extra curricular activities would be an advantage particularly Sport (Rugby, Hockey and Cricket). Accommodation may be available in the school house.

Applications together with curriculum vitae and the names of two referees to the Head as soon as possible.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MAIDSTONE DIVISION
MAIDSTONE GRAMMAR SCHOOL
Barton Road, Maidstone ME15 7BT
Headmaster: P. A. J. Pettit, M.A., D.Phil.
Required for September or January a well-qualified GRADUATE to teach PHYSICS to "A" level. This Upper School of 900 boys (300 in sixth form) has an excellent academic record. The post offers the unusual opportunity of a high proportion of "A" level teaching. Postgraduate research students considered.

At least a Scale 2 appointment is available for an experienced, well-qualified candidate.

Apply directly to the Headmaster with curriculum vitae and names of two referees. Particulars available (S.A.E.).
SHEPWAY DIVISION
FOLKESTONE GRAMMAR SCHOOL FOR GIRLS
(700 on roll)
Coolinge Lane, Folkestone,
Kent CT20 3RX
Required for January 1981 (or mid-November if possible) a GRADUATE to take charge of BIOLOGY and teach it to Advanced level. Scale 3 post. Well-equipped laboratories. Nuffield syllabuses.

Apply by letter to the Headmistress with curriculum vitae and names and addresses of two referees.

LIVERPOOL
SHOREFIELDS COMPREHENSIVE SCHOOL
(Mixed) (S.P. School)
Dingle Vale, Liverpool L8 9SJ
ASSISTANT, SCALE 2, SCIENCES

Required for September, or as soon as possible thereafter, to teach two of the following: PHYSICS, CHEMISTRY, BIOLOGY and MATHEMATICS throughout the school. Graduate preferred. An interest in integrated Sciences advantageous. Scale 2 available for a suitably qualified and experienced candidate. Applications will be considered from newly qualified teachers interested in a temporary Scale 1 post for the Autumn Term.

Readvertisement. Previous applicants need only confirm in writing if they wish their application to stand.

Forms available from (S.A.E.) and returnable to the Head Teacher quoting ref. P. & M. 65[illegible]. Closing date July 21.

REDBRIDGE
(London Borough of)
TRINITY R.C. HIGH SCHOOL
Mornington Road, Woodford Wells IG8 0TP
Telephone: 01-504 3736
Head: J. P. Green, B.Sc., J.P.
Required immediately a suitably qualified and experienced TEACHER of PHYSICS (possibility of Scale 2 with Outer London Allowance for experienced applicant) for this 11 to 18 mixed comprehensive school.

The department is well-equipped and well established.

Further details available from the Head, to whom applications by letter should be sent as soon as possible giving details of age, education, qualifications and experience, together with the names and addresses of two referees.

SHEFFIELD (City of)
EDUCATION DEPARTMENT
EARL MARSHAL SCHOOL
Earl Marshal Road, Sheffield S4 8LA
(A 12 to 18 secondary)
Required for January, 1981, a YEAR TUTOR with special responsibility for liaison with middle schools (including curriculum matters) and with other duties according to experience and qualification. Candidates should state their experience and qualifications for the role and how they would develop it. Scale 3 plus S.P.S. allowance.

Forms of application and further details may be obtained from the Registrar at the above address.

Scale 1 Posts

AVON COUNTY
BRISLINGTON SCHOOL
Hungerford Road, Bristol BS4 5EY
Telephone: Bristol (0272) 773041
(Mixed Comprehensive. Outskirts of Bristol)
Required for September, 1980, an enthusiastic TEACHER of SCIENCE able to work mainly with lower school pupils. Some specialist Science may be available with older pupils.

Application by letter enclosing full curriculum vitae and naming two referees should be sent to the Headmaster from whom further details can be obtained (S.A.E.).

BARKING AND DAGENHAM
(London Borough of)
EASTBROOK COMPREHENSIVE SCHOOL
Dagenham Road, Dagenham
(Roll 1,015)
Required for September 1980: SCIENCE: Physics or Chemistry an advantage but General Science considered. An ideal position for a first appointment as initially teaching would be in the junior school with opportunities to progress to C.S.E. "O" level and "A" level work in a large department with excellent facilities. Scale 1.

London Addition £607 p.a. Reimbursement of removal expenses in approved cases.

Application form available (S.A.E.) from the Head Teacher.

BEDFORDSHIRE
SOUTHERN AREA
CHALLNEY BOYS' HIGH SCHOOL
Stoneygate Road, Luton
Headmaster:
Mr. S. Hamilton-Fox, M.A.

Required for September 1980, TEACHER for PHYSICS up to and including "O" Level. Some assistance with accommodation may be possible.

ICKNIELD HIGH SCHOOL
Riddy Lane, Luton
Headmaster:
Mr. A. H. Hogg, B.A.

(1) Required for September 1980 TEACHER to offer CHEMISTRY to "O" Level with some subsidiary PHYSICS in a large department. Scale 1. Ability to teach Nuffield Combined Science an advantage. The school is situated in a pleasant residential district on the Northern outskirts of the town.

(2) Required for September 1980 TEACHER for PHYSICS and GENERAL SCIENCE to "O" Level. An interest in Nuffield Combined Science would be welcome. The school is situated in a pleasant residential district on the Northern outskirts of the town. Scale 1.

Council accommodation may be available in certain cases.

LEALANDS HIGH SCHOOL
Sundon Park Road, Luton.
Headmaster:
Mr. R. H. Dills, B.A.

Required for September 1980, Science SPECIALIST to teach BIOLOGY or BIOLOGY WITH PHYSICS. Scale 1.

Lealands High School is a comprehensive school with 1,200 pupils aged 11 to 18 and occupies recent buildings on the north west outskirts of the town. Some assistance with accommodation may be possible.

MANSHEAD UPPER SCHOOL
Dunstable Road, Caddington, Beds.
Headmaster:
Mr. L. P. Banfield, J.P., M.A.

Required for September 1980 GRADUATE to teach NUFFIELD CHEMISTRY to "A" level together with integrated science to the 13 to 16 age group. Sixth Form science courses are well established in a Department which has a good record of university entrance including Oxbridge. Scale 1.

The school is Voluntary Controlled C. of E., 13 to 18 mixed Upper School housed in purpose designed buildings with excellent facilities for science.

Further details and application forms obtainable from and returnable to the Headmaster at the school concerned. (S.A.E.: please).

BEDFORDSHIRE
NORTHERN AREA
THE SAMUEL WHITBREAD SCHOOL
Clifton, Shefford, Bedfordshire
Headmaster:
Mr. K. S. Dodsworth, M.A.
(Upper School 13 to 18, 900 on roll)
Required for September, 1980, a TEACHER of PHYSICS. Courses are established to C.S.E., G.C.E. "O" and "A" level in all main science subjects. There is a chance of "A" level work for a suitably qualified candidate. Scale 1.

Particulars and application forms available from the Headmaster at the school. Please telephone Hitchin 813708.

BERKSHIRE
ST. JOSEPH'S R.C. SECONDARY SCHOOL
Shaggy Calf Lane, Slough
Number on Roll: 400
Required for September, 1980: GENERAL SCIENCE or BIOLOGY TEACHER (Scale 1)
Age range 12-16. C.S.E. and "O" level work.
Apply immediately to Headmaster. Tel. Slough 24713.

BEXLEY
(London Borough of)
ERITH SCHOOL
Erith Road, Erith, Kent DA8 3BN
Tel.: Erith 40231 6
12-form entry covering entire ability range. 200 in Sixth form. Established 1967.
Required for September, or as soon as possible, a TEACHER of CHEMISTRY and PHYSICS. Scale 1. Subjects are taught to all examination levels (C.S.E., "O", "A" and "S" level). Both departments are large and very well established.

L.A.A. £108. Assistance with removal expenses, legal fees and disturbance allowance can be considered.

Requests for application forms enclosing foolscap S.A.E. should be sent to the Headmaster.

BRENT
(London Borough of)
ALPERTON HIGH (MIXED) SCHOOL
Stanley Avenue, Wembley HA0 4JE
(Roll: 1,400, 11 to 18, 200 in Sixth form)
Headteacher: Mrs J. Dunn, B.Ed.
Required in September for this Comprehensive School:—
An enthusiastic SCIENCE TEACHER (Scale 1) is sought to join a lively team. Lower School Physics, Chemistry and Biology are required, with the opportunity of some "A" level work for those suitably qualified and interested. There are modern facilities available.

London Allowance of £609 per annum is payable and there is a scheme for assistance with removal expenses including legal fees etc., travelling and lodging allowances.

Candidates should apply by letter to the Head of the School within seven days giving age, present post, qualifications, experience and references, enclosing S.A.E. for reply.

BUCKINGHAMSHIRE
AYLESBURY VALE
QUARRENDON COUNTY SECONDARY SCHOOL
Weedon Road, Aylesbury
Head Teacher: J. H. B. Birkby, B.A.
(920 boys and girls)
Required September, TEACHER of SCIENCE and MATHEMATICS to teach both subjects to C.S.E. and "O" level. There is a possibility of "A" level work and a Scale 2 post for a suitable candidate.

Removal and associated allowances are payable in accordance with the Council's scheme in approved cases. A housing allowance is also payable to married teachers unable to find immediate accommodation.

Application form (S.A.E.) from Headmaster.

CAMBRIDGESHIRE
HINCHINGBROOKE SCHOOL
Huntingdon
TEACHER of PHYSICS to "A" level required for September, 1980 (Scale 1), with PHYSICAL SCIENCE in the lower school—Nuffield courses.

Eleven to 18 voluntary controlled, mixed comprehensive school; 1,800 pupils with over 200 in the sixth. Outstanding setting includes Hinchingbrooke House and new buildings.

Apply by letter to the Headmaster with curriculum vitae and names of two referees.

CROYDON
(London Borough of)
OVERBURY HIGH
Overbury Crescent,
New Addington, Croydan.
CR9 0AS
Telephone: 66-43132/5
Tenable: 1st September, 1980

Required, a TEACHER of COMBINED SCIENCE and BIOLOGY for this 11-16 mixed High School. An interest in teaching Chemistry or Physics as separate subjects is an advantage, as is a willingness to help with extra curricular activities. Candidates should be prepared to work closely with the other members of the Science team.

Salary—Burnham Scale 1 with London Area Allowance.

Please send S.A.E. for application form from and returnable to the Head Teacher at the above address as soon as possible.

DERBYSHIRE
SINFIN COMMUNITY SCHOOL
Farmhouse Road, Derby DE2 [illegible]
Required from September 1, 1980: A TEACHER OF CHEMISTRY for one term only.

Applications, including cv to the Headmaster immediately. Telephone enquiries welcome to Derby 76[illegible] and Nottingham 251644 (home).

Application forms for the following appointments, except for Headships and where otherwise stated, are obtainable from and returnable to the Head Teachers by the dates stated. Application forms for Headships should be obtained from and returned to the appropriate Area Education Officer. A stamped addressed envelope (A4 size) should be enclosed with all requests for application forms.

North Devon

Broadwoodwidger County Primary School (Roll: 40)
HEAD TEACHER (GROUP 1)
Required January 1981 for this country school situated seven miles south west of Holsworthy. Application forms and further details from the Area Education Officer, Victoria Chambers, High Street, Barnstaple EX31 1JB, returnable by 25th July.

Bideford School and Community College Abbotsham Road, Bideford EX39 3AR (Roll: 1,824)
ASSISTANT TEACHER SCALE 1
Required January 1981 in this 11-18 mixed comprehensive school to teach PHYSICS to the full age and ability range. The post will involve a high proportion of examination work to 'O' and C.S.E. level and 6th form work is available for an appropriately qualified applicant. Closing date 25th July, 1980.

Bratton Fleming County Primary School Bratton Fleming, Barnstaple EX31 4SB (Roll: 113)
ASSISTANT TEACHER SCALE 1
Required September 1980/January 1981 for the lower juniors 7-9 years. Ability to play the piano an advantage. Closing date 25th July, 1980.

Landkey County Primary School Landkey, Barnstaple EX32 0JJ (Roll: 103)
ASSISTANT TEACHER SCALE 1
Required September 1980/January 1981 for infant/junior class. Pianist with an interest in swimming desirable. Closing date 25th July, 1980.

East Devon

Exeter Central (8-12 years) C. of E. Middle School St Leonards Road, Exeter EX2 4NQ (Roll: 240)
ASSISTANT TEACHER SCALE 1
Required January 1981 or earlier if possible as a Middle School teacher with an interest in or knowledge of physical activities for boys. Apply by letter with curriculum vitae and names and addresses of two referees. Closing date: as soon as possible.

Exeter Foxhayes (5-8 years) First School Gloucester Road, Exeter (Roll: 197)
TWO ASSISTANT TEACHERS SCALE 1
Required September 1980 for General Subjects
(i) particular interest in Art and Craft an advantage.
(ii) to reception children.
Apply by letter with curriculum vitae and names and addresses of two referees as soon as possible.

Crediton, Queen Elizabeths (11-18 years) Comprehensive School Crediton, Devon (Roll: 1,700)
ASSISTANT TEACHER SCALE 1
Required January 1981 or earlier if possible for CLASSICS to all abilities, willing to contribute to language development across the curriculum. Apply by letter with curriculum vitae and names, addresses and telephone numbers of three referees. Closing date: as soon as possible.

West Devon

Estover Comprehensive School Estover, Plymouth (first-year entry of 210 pupils)
HEAD (GROUP 9)
Required January 1981 for this new purpose built comprehensive school, age range 11 to 18 years, which is due to open in September 1981. Application forms and further details from the Area Education Officer, Civic Centre, Plymouth. Closing date 25th July, 1980.

Plympton County Secondary School Moorland Road, Plympton, Plymouth PL7 3BH (Roll: 1,226)
ASSISTANT TEACHER SCALE 1
For September to teach GENERAL SCIENCE to C.S.E./'O' level. New Science Block with nine laboratories ready in September. Closing date 25th July, 1980.

Barne Barton Secondary School Robert Road, St. Budeaux, Plymouth PL5 1DL (Roll: 230)
ASSISTANT TEACHER SCALE 1
For September to take Remedial Groups throughout the School and some English or Mathematics. Closing date 25th July, 1980.

Burrington Secondary School Honicknowle Lane, Plymouth PL5 3NE (Roll: 800)
ASSISTANT TEACHER SCALE 1
For September to teach Art, Mathematics and Girls' Physical Education. Closing date 25th July, 1980.

Ivybridge School Harford Road, Ivybridge PL21 0JA (Roll: 1,350)
ASSISTANT TEACHER SCALE 1
For September to teach ENGLISH in the Main School with ability to offer some 6th form French. Closing date 25th July, 1980.

Laira Green Secondary School Bramley Road, Laira, Plymouth PL3 6BP (Roll: 295)
ASSISTANT TEACHER SCALE 1
For September to take GIRLS' PHYSICAL EDUCATION. Ability to contribute to Human Biology and Health Education courses an advantage. Closing date 25th July, 1980.

Okehampton School Mill Road, Okehampton EX20 1PW (Roll: 1,430)
ASSISTANT TEACHER SCALE 1
For September to teach RELIGIOUS EDUCATION throughout the school at all levels including C.S.E. and G.C.E. 'O' level work. Closing date 25th July, 1980.

Plympton Secondary School Moorland Road, Plympton, Plymouth PL7 3BH (Roll: 1,226)
ASSISTANT TEACHER SCALE 1
For September to take BOYS' PHYSICAL EDUCATION and GAMES. New Sports Hall now in use. Closing date 25th July, 1980.

Salisbury Road Secondary School for Girls Salisbury Road, Plymouth PL4 8QZ (Roll: 390)
ASSISTANT TEACHER SCALE 1
For September to teach English, History and General Subjects. Closing date 25th July, 1980.

Devonport High (Grammar) School for Boys Paradise Road, Stoke, Plymouth PL1 5QP (Roll: 600)
ASSISTANT TEACHER SCALE 1
For September a teacher librarian. Full-time, part-time or temporary. Teaching subject preferably English but other subjects considered. Apply by letter to Headmaster with names, addresses and telephone numbers of referees.

Tavistock School Crowndale Road, Tavistock PL19 8DD (Roll: 1,700)
PART-TIME SCHOOL COUNSELLOR SCALE 1
For September for the equivalent of five mornings each week. A background of educational psychology is desirable and training as a Counsellor is essential. Apply by letter in the first instance to the Headmaster from whom further details may be obtained.

Devonport High (Grammar) School for Boys Paradise Road, Stoke, Plymouth PL1 5QP (Roll: 600)
ASSISTANT TEACHER SCALE 1
For September to teach LATIN up to 'A' level. Ability to teach Greek would be helpful. Both Classics subjects are taken to University Entrance level. Apply by letter to Headmaster with names, addresses and telephone numbers of referees.

DEVON

SECONDARY
Science
continued

DORSET
BOURNEMOUTH SCHOOL
East Way, Bournemouth
Voluntary Grammar, 980 boys
Required September, 1980, or as soon as possible thereafter: a person to assist in the teaching of CHEMISTRY to Junior forms. His ability to couple this with some Junior Biology will be an asset. Scale 1.

Applications for part-time work will be considered. Assistance with removal and legal expenses for permanent appointment.

For further details and an application form, write direct to the Headmaster, enclosing SAE.

DORSET
LYTCHETT [illegible] SCHOOL
Comprehensive: 950 girls and boys on roll
Required September, TEACHER to join large SCIENCE DEPARTMENT. To contribute to introductory Nuffield courses at junior levels and to courses in Biology to fifth-year [illegible]. Excellent facilities in modern science wing, with full technician support. Candidates not available at start of Autumn Term or seeking temporary appointment will be considered. Assistance with removal expenses.

Apply (no forms), with names of two referees, to Headmaster.

EAST SUSSEX
COUNTY COUNCIL
BRIGHTON AREA
DOROTHY STRINGER FAWCETT HIGH SCHOOL
[illegible] Road, Brighton
(13 to 16 Boys' Comprehensive: [illegible] pupils)
Required September 1980: TEACHER of SCIENCE (Physics/Chemistry). Scale 1 (Scale 2 for suitably qualified and experienced candidate).
Relocation Grant Scheme in approved cases.
Letters of application with curriculum vitae and the names of two referees to the Headmaster at the School as soon as possible.

ENFIELD
(London Borough of)
[illegible] SCHOOL
[illegible] Lane, Enfield, Middlesex
Telephone: Lea Valley 763666
[illegible] Mixed Comprehensive on a single open site. Roll in September 1980, [illegible]
Required for September, 1980: TEACHER of SCIENCE (Scale 1). A physicist is preferred, but teachers who can offer other disciplines are welcome to apply.
London Allowance payable: £408 per annum. Consideration given to assistance with removal and relocation costs, temporary housing and lodging allowance.
Application forms (foolscap SAE) obtainable from the Head Teacher to whom they should be returned as soon as possible. Prospective applicants are welcome to telephone the school for further details.

SOUTHGATE SCHOOL
Sussex Way, Cockfosters,
Herts EN4 0BL
Roll 1,460
Required from September, 1980: a TEACHER for GENERAL SCIENCE/BIOLOGY, mainly Lower School. Part-time considered. This is a temporary appointment to cover maternity leave.

London Allowance payable: £408 per annum.

Application forms (foolscap SAE) obtainable from the Head Teacher to whom they should be returned as soon as possible.

ESSEX

THE BOSWELLS SCHOOL
Burnham Road, Springfield
Chelmsford
Telephone: Chelmsford 64461
(Roll 1,320)

ASSISTANT TEACHER of SCIENCE (Scale 1) required September or January for strong department with excellent record to take Chemistry or Physics in Upper School and Combined Science in Lower School.

CHALVEDON COMPREHENSIVE
Wickford Avenue, Pitsea
Basildon
Telephone: Basildon 552836
(Roll 1,650 approximately in September 1980; 11 to 18)

SCIENCE (Scale 1) required September, Teacher for Lower School Integrated Science.
Outer London Fringe Allowance. Possibility of rented accommodation.

THE HARWICH SCHOOL
Hall Lane, Dovercourt
Telephone: Harwich 6272
(Roll 1,500: Group 12: 11 to 18)

COMBINED SCIENCE (Scale 1) for September. Qualified teacher. Ability to teach *Physics or Chemistry to older* pupils would be an advantage.

ST. JOHN'S COMPREHENSIVE
Tower Road, Epping CM16 5EN
Telephone: Epping 73028
(Roll 1,321)

CHEMISTRY (Scale 1) required from September 1980. Graduate to teach throughout the school. Well-established C.S.E. "O" and "A" level courses. Opportunity for further development.

THE SANDON SCHOOL
Molrams Lane, Great Baddow
Chelmsford
Telephone: Chelmsford 73611
(Roll 1,500-plus)

TEACHER of PHYSICS/CHEMISTRY (Scale 1) required September 1980 or as soon as possible. Both subjects to "O" level. Interest in first and second-year integrated Science an advantage. Excellent facilities.

SIR CHARLES LUCAS COMPREHENSIVE
Hawthorn Avenue, Colchester
Telephone: Colchester 861217
(Roll 1,750)

SCIENCE (Scale 1) for September 1980. Committed industrious teacher (probationer acceptable) for mainly junior Science. Middle School qualifications considered.

For all the above posts, curriculum vitae and names of referees to the Head Teacher concerned (S.A.F.E., please).

GLOUCESTERSHIRE
SAINTBRIDGE SCHOOL
Cotteswold Road, Gloucester
11-18 Boys' Comprehensive
Roll 1,020 (68 in Sixth).
PHYSICS SPECIALIST, Scale 1
This post is for September, and involves teaching throughout the school possibly to "A" level, and some General Science in the Lower School.

Applications (no forms) with S.A.E. to Headmaster, full curriculum vitae, naming two referees.

HAMPSHIRE
FROGMORE SCHOOL
Potley Hill Road, Yateley
Comprehensive mixed (11 to 18)
Number on roll 870
Required for September, 1980
Scale 1
GRADUATE to teach CHEMISTRY and Lower School INTEGRATED SCIENCE.
Closing date one week after appearance of this advertisement. Letter of application nominating two professional referees to Head Teacher with S.A.E. for details.

HAVERING
(London Borough of)
SANDERS DRAPER SCHOOL
(Number on roll 987, County Education)
Suttons Lane, Hornchurch, Essex
Telephone: Hornchurch 43068
Head Teacher: G. Rogers, B.Sc.
Temporary TEACHER of SCIENCE, Scale 1, required during the maternity leave of absence.
For further details see our display advertisement under secondary vacancies.

HERTFORDSHIRE
WATFORD GRAMMAR SCHOOL
(1,050 boys, 280 in Sixth Form)
PHYSICS GRADUATE required, well qualified to teach at all levels within strong department. Excellent facilities and opportunities, including availability of work to Open Scholarship level. London fringe allowance payable (Euston 17 minutes) and possibility of relocation expenses or accommodation on edge of open country.

Higher scale for experienced candidate; alternatively the vacancy could suit a candidate direct from graduation or research.

Apply to Headmaster, The Grammar School, Watford WD1 7JF, giving full details of qualifications and interests, together with the names of two referees.

HERTFORDSHIRE
ST. GEORGE'S SCHOOL
Harpenden
(Voluntary aided: Group 10: co-educational)
GRADUATE required September to teach CHEMISTRY to "A" level, PHYSICS to "O" level and possibly some COMBINED SCIENCE in the Lower School.

St. George's is a five-form entry all-ability school with an academic Sixth Form of 146.

Apply Headmaster, immediately, with curriculum vitae and names of two referees.

HUMBERSIDE
LOCATION COMMITTEE
SCUNTHORPE DIVISION
SIR JOHN NELTHORPE SCHOOL
(Grammar School Road, Brigg
Head Teacher: D. H. Coulson
Number on Roll: 980
Required for September 1980, a GRADUATE TEACHER of BIOLOGY (Scale 1). He/she should be capable of teaching Traditional Biology courses at "A" level, C.S.E. and in the Middle School with some Nuffield Biology also in the Middle School. A well qualified probationer would be quite acceptable.

The Sir John Nelthorpe School is a voluntary controlled, 11 to 18 co-educational 5 to 6 form entry Comprehensive School (980 pupils on roll: 130 in the Sixth Form: 60 boarders) with a strong science tradition and located in the pleasant market town of Brigg.

Application forms obtainable from the Head Teacher at the School to whom completed forms should be returned not later than July 21, 1980 (foolscap S.A.E. please).

HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
MATTHEW HUMBERSTONE SCHOOL
Chatsworth Place, Cleethorpes
Required for September 1980: TEACHER to cover GENERAL SCIENCE in Years 1 and 2 and PHYSICS in Years 3, 4 and 5. Initially, this Scale 1 post could be a temporary one for a year.
Letters of application should be forwarded to the Head Teacher at the school, immediately.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DARTFORD DIVISION
SWANSCOMBE SCHOOL
Swanscombe Street, Swanscombe
(Roll 588)
TEACHER for BIOLOGY and RURAL STUDIES required for September, 1980.

Candidates seeking first appointments welcomed. Swanscombe is a mixed High School (ages 11 to 16) in the Kent Thameside Scheme. Fringe Allowance £177.

Applications with full curriculum vitae (and S.A.E.) and names and addresses of two referees to the Headmaster. (Re-advertisement—previous applicants will be re-considered.)

SWALE DIVISION
SITTINGBOURNE, ST JOHN'S HIGH SCHOOL FOR BOYS
Swanstree Avenue, Sittingbourne
TEACHER required with special interest in PHYSICS and MATHEMATICS or PHYSICS. This is a Newsom School offering opportunities for extended school day work for which appropriate fees are payable.

Letters of application to the Headmaster at the school together with names and addresses of two referees as soon as possible.

MAIDSTONE DIVISION
SENACRE SCHOOL
Sutton Road, Maidstone
Required September, 1980, TEACHER of GENERAL SCIENCE, Scale 1, to work across the full ability range to C.S.E./"O" level. The department has six well equipped laboratories.

Application to the Headmistress (S.A.E.) with curriculum vitae and the names of two professional referees.

Also required September, 1980, or as soon as possible, a TEACHER for BIOLOGY/GENERAL SCIENCE to teach the subject throughout the school to C.S.E./"O" level. Scale 1 post.

Application to the Headmistress (S.A.E.) with curriculum vitae and the names of two professional referees.

CORNWALLIS SCHOOL
Linton, near Maidstone
1,600 mixed
11 to 17 High School with comprehensive intake and some transfers to Upper Schools at 13-plus.

Courses to C.S.E. and "O" level.

Required January, 1981, TEACHER for COMBINED SCIENCE, Scale 1, years 1 and 2 with some PHYSICS in year 3 as part of a General Science Course. Possibility of teaching own speciality to C.S.E. and "O" level later.

Curriculum vitae and names of two referees to Headmaster (s.a.e.).

ASHFORD DIVISION
HOMEWOOD SCHOOL
Tenterden
(1,140 mixed: 11 to 18)
Required in September for this developing rural comprehensive school a *TEACHER of CHEMISTRY (two posts available)*. Pupils follow a Nuffield based syllabus.

C.S.E., "O" and "A" level work available for suitably qualified candidate.

Letters of application with curriculum vitae, S.A.E. and naming two referees, please, to the Headmaster.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MAIDSTONE DIVISION
SENACRE HIGH SCHOOL
Sutton Road, Maidstone
Required 1980, an enthusiastic TEACHER of RURAL SCIENCE.

Applicants are invited to get in touch with the school to see the Department.

A scale post will be available for suitably qualified and experienced teacher.

Further particulars and application form (S.A.E.) from the Head Teacher.

LIVERPOOL

ASSISTANT Scale 1,
BIOLOGY and GENERAL SCIENCE
HIGHFIELD COMPREHENSIVE SCHOOL
(Mixed)
Queens Drive, Liverpool
L13 [illegible]

Required for September to teach the subject throughout the school. "A" level work available for a suitably qualified candidate.

Forms available from (S.A.E.) and returnable to the Head Teacher quoting reference P & M 74[illegible]. Closing date 21 July.

LIVERPOOL

ASSISTANT, SCALE 1,
BIOLOGY AND GEOGRAPHY
CONVENT OF MERCY R.C. HIGH SCHOOL (GIRLS)
Yew Tree Lane, Liverpool
L12 9HH

Required for September, to teach GEOGRAPHY up to "O" level; General Science in the lower forms and Biology in the middle forms up to "O" level.

Forms available from and returnable to the Head Teacher quoting ref. P. & M. 648/B1. Closing date July 21.

LONDON

CARDINAL VAUGHAN MEMORIAL SCHOOL
89 Addison Road, Kensington
London W14
Telephone: 01-603 8478
(Voluntary Aided Catholic School for Boys)
(Roll 560 Boys; 110 in Sixth Form).

Required urgently for September 1980 for one term only.

Well-qualified GRADUATE to teach BIOLOGY and INTEGRATED SCIENCE in years one to four. The school, formerly grammar, has five well-equipped laboratories and three full-time laboratory assistants.

Candidates are asked to send their curriculum vitae, together with names and addresses of two referees, to the Secretary.

LONDON
AMERICAN COMMUNITY SCHOOLS
London
PHYSICS and MATHEMATICS TEACHER required for September.
Knightsbridge location.
Classes up to International Baccalaureate.
Apply: Headmaster, 67 Pont Street, London, SW1. (01) 581 5007.

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ilea
INNER LONDON EDUCATION AUTHORITY

Qualified teachers are invited to apply for the following posts.
Application forms and further details are available from the Head of the school unless indicated otherwise. Visits to schools by appointment are welcomed.
Inner London Area Payment (£609 p.a.) is made in addition to the appropriate Burnham salary scale.
Unless shown differently, the closing date for applications is 14 days from publication.

SECONDARY SCHOOLS

All secondary schools in the Inner London area have been reorganized along comprehensive lines.

Headships

ST PAUL'S WAY (SM)
Shelmerdine Close, Bow,
London E3 4AN
Applications are invited for the headship of this secondary mixed school which becomes vacant on 1 January 1981 on the retirement of the present Headmaster, Mr A. J. Davenport.
Roll: 1,000
Burnham Group 12 plus Inner London Allowance.
Please send self addressed foolscap envelope for further details and application form to the Education Officer, EO/TS 10, County Hall, London, SE1 7PB. Closing date for the return of completed application forms 1 August.

ART

Part-time Posts

HACKNEY FREE & PAROCHIAL C OF E (SM)
Paragon Road, Hackney,
London E9 6NR
Headmaster
Tel: 01-985 2430
Required for September: Art teacher, Part-time (.8) to take responsibility for the teaching of pottery throughout the school and assist in the teaching of general art at all levels. Please telephone.

STOCKWELL MANOR (SM)
Clapham Road, London SW9 0AL
Tel: 01-735 6156
Headmistress
Roll: 1,300
Required for September 1980: A part-time teacher of Art (up to .8). Closing date: 18 July 1980.

COMMERCE

Post of Responsibility

HACKNEY FREE & PAROCHIAL C OF E (SM)
Paragon Road, London E9 6NR
Tel: 01-985 2430
Headmaster
Required for September 1980: A teacher for Business Studies (Scale 2). R.S.A., Pitmans and C.S.E. courses are well established.

Scale 1 Post

KIDBROOKE (SG)
Corelli Road, London SE3 8EP
Tel: 01-856 [illegible]
Headmistress 10 F.E.
Will be admitting boys in First Year from Sept. 1980.
Required for September: One full-time, or two part-time teachers to share sixth form shorthand and typewriting, plus fifth year commerce and fourth year office practice.

GEOGRAPHY

Scale 1 Posts

BATTERSEA COUNTY (SM)
Culvert Road, London SW11 5AP
Tel: 01-622 0026
Headmaster
Roll: 1,100, 11-18 years
Required for September or ASAP thereafter: Geographer to teach in well-equipped, enthusiastic Social & Environmental Studies Department. Integrated courses in years 1-3, CSE and GCE Geography in upper school.

MAYFIELD (SG)
92 West Hill
London SW15 2UH
Tel: 01-870 7331
Headmistress
Roll: 1,800
Teacher of Geography and Geology required for September. Both subjects taught to CSE, O and A level. CV and two referees.

Part-time Post

PECKHAM (SG)
Peckham Road, London SE15 5DZ
Tel: 01-703 4417
Headmistress 9 F.E., 11-18 years
Wanted, October half-term, part time Geographer to cover teacher on confinement leave. Please telephone.

HOME ECONOMICS

Post of Responsibility

GEOFFREY CHAUCER (SM)
Harper Road, London SE1
Tel: 01-407 6877
Roll: 1,300
Headmaster
SP Allowance
Wanted for September or January: Scale 2, a teacher to be responsible for the co-ordination of Health Education throughout the school. Also expected to teach Home Economics and Child Development.

Part-time Posts

HABERDASHERS' ASKE'S HATCHAM (BG)
Jerningham Road,
New Cross SE14 5NY
Headmistress
Tel: 01-639 2777
Wanted in September: Part-time teacher for Home Economics and Dress or just Dress for two days a week, preferably all day Wednesdays and Thursdays.

HACKNEY FREE AND PAROCHIAL CE (SM)
Paragon Road, Hackney, London E9 6NR
Headmaster
Tel: 01-985 2430
Required for September a part-time (.5) teacher for Home Economics and Needlework. Please telephone.

MATHEMATICS

Scale 1 Post

CLAPHAM COLLEGE, RC (SB)
6 FE
Malwood Road, London SW12 8EN
Headmaster
Tel: 01-673 7122
Required for September or as soon as possible thereafter—teacher of Mathematics (suitable for first appointment).

MODERN LANGUAGES

Scale 1 Post

GEOFFREY CHAUCER (SM)
Harper Road, London SE1
Tel: 01-407 6877
Roll: 1,300
SP Allowance
Wanted for September in this newly amalgamated school: teacher of French in a supportive department. The ability to teach Spanish or German would be welcome.

MUSIC

Part-time Post

WESTMINSTER CITY CE (SB)
55 Palace Street, London SW1E 5HJ
Headmaster
Tel: 01-834 7419
4FE
Part-time music teacher for two days a week from September mainly for 1st year music class but also for GCE sets.

NEEDLEWORK

Scale 1 Post

BLACKHEATH BLUECOAT CE (SM)
Old Dover Road, Blackheath,
SE3 8SY
Tel: 01-858 6221
Roll: 980, 11-18 years
Headmistress
Required in September for one term: teacher of Needlework and Child Development. Ability to assist with Home Economics an advantage.
Apply by telephone.

REMEDIAL WORK

Scale 1 Post

GEOFFREY CHAUCER (SM)
Harper Road, SE1
Tel: 01-407 6877
Roll: 1,300
SP Allowance
Headmaster
Wanted for September: a Remedial teacher, temporary, to work in with an organised and successful remedial team, for one term only.

SCIENCE

Head of Department

HABERDASHERS' ASKE'S HATCHAM (SB)
Pepys Road, London SE14 5SF
Roll: 600
3FE
Voluntary Controlled
Headmaster
Required for January 1981, Head of Chemistry (Scale 3) to take charge of a successful and vigorous department.
CV with 2 referees ASAP.

Scale 1 Post

GEOFFREY CHAUCER (SM)
Harper Road, London SE1
Tel: 01-407 6877.
Roll: 1,300
SP Allowance
Headmaster
Required for September 1980 in this newly amalgamated school: a teacher of Biology/Human Biology up to GCE "O" level.

GEOFFREY CHAUCER (SM)
Harper Road, London SE1
Tel: 01-407 6877.
Roll: 1,300
SP Allowance
Headmaster
Required for September 1980 in this newly amalgamated school: a teacher of Chemistry. Possibility of some "A" level work.

HABERDASHERS' ASKE'S HATCHAM (SB)
Pepys Road, London SE14 5SF
Roll: 600
3FE
Voluntary Controlled
Tel: 01-639 0470
Headmaster
Required for September 1st 1980: a teacher of General Science or 2 part-time teachers of General Science, preferably with Chemistry backgrounds. *Scale 2 available.*

LANGDON PARK (SM)
Byron Street, London E14 0RZ
Tel: 01-987 4811
Roll: 900 approx.
AT and SP Allowance
Headmaster
Required for September 1980: Science Teacher to teach some General Science in years 1—3 (Nuffield), and some Chemistry (CSE) in years 4 and 5.

Posts of Responsibility

MALORY (SM)
Launcelot Road, Bromley, Kent
BR1 5EB
Tel: 01-698 1026
Roll: 1,560, 11-18 years
Acting Headmistress
Wanted for January 1981, or sooner if possible: Teacher of Physics (Scale 2 available), with combined science in the first three years.

SEDGEHILL (SM)
Sedgehill Road, Catford, London,
SE6 3QW
Tel: 01-698 8753 or 01-698 8911
Roll: 2,000
Headmaster
Required for September: Teacher for Physics, with some Chemistry. G.C.E./C.S.E. work available. Excellent laboratory facilities, etc. *Please write or phone the Secretary.*

Part-time Posts

DEPTFORD GREEN (SM)
Amersham Vale, London SE14 6LQ
Tel: 01-691 3236
Headmistress
Required for September part-time science teacher (.5) to teach integrated science, a physicist preferred but not essential.

GEOFFREY CHAUCER (SM)
Harper Road, London SE1
Tel: 01-407 6877
Roll: 1,300
Headmaster
SP Allowance
Required for September 1980 in this newly amalgamated school a part-time (.5) teacher of Science for lower school (Insight to Science) course. Upper school examination work available.

TECHNICAL STUDIES

Post of Responsibility

GEOFFREY CHAUCER (SM)
Harper Road, London SE1
Tel: 01-407 6877
Roll: 1,300
Headmaster
SP Allowance
Wanted for September or January Teacher to be responsible for Technical Drawing (Scale 2). Part of the timetable could be in workshop subjects.

Scale 1 Posts

CATFORD (SB)
Bromley Road, London SE6 1AB
Tel: 01-698 7304
Roll: 1,100
Headmaster
Required for September: Teacher of Design and Technology to join large department with impressive record of examination success.

SEDGEHILL (SM)
Sedgehill Road, Catford, London
SE6 3QW
Tel: 01-698 8753 or 01-698 8911
Roll: 2,000
Headmaster
Required for September: Teacher for Design & Technology. Please state special interests. G.C.E. & C.S.E. work available. Please phone or write to the Secretary.

Other Posts

SUPPLY TEACHERS—required to cover casual vacancies in Special Schools in the Camden and Westminster area. Applicants should have relevant experience and should have completed probation. Application forms from ILEA Divisional Office 2 (Staffing), 388/390 Oxford Street, W1N 0DS.

PRIMARY SCHOOLS

Part-time Posts

HACKNEY FREE & PAROCHIAL RAMS
C of E Infants
Mehetabel Road, Homerton, E.9
Tel: 01-985 2045
Required as soon as possible: Scale 2 for Mathematics, Scale 2 for Language Development.

GLOUCESTER (JMI)
Daniel Gardens, Peckham SE15
Tel: 01-703 3125
Headmaster
2 part-time teachers required in September 1980 (0.5). Willingness to work full-time to cover staff absences essential.

ST JOSEPH'S RC (JM&I)
Commercial Street, London
SE10 9AN
Tel: 01-858 4182
Headmaster
Required for September: part-time teacher (0.3) to help with reading in Infant and lower Junior departments.

SPECIAL EDUCATION

Deputy Headships

BROMLEY HALL SCHOOL
Bromley Hall Road, E14 0LP
Tel: 01-987 2863
Group 6(S), 80 mixed all ages, physically handicapped.
Deputy Head Group 6(S) teacher required ASAP. A qualification in education of handicapped children would be advantageous.

BOARDING SCHOOLS

GRAFHAM GRANGE SCHOOL
Bramley, Guildford, Surrey
Tel: Guildford (STD 0483) 892214
Group 4(S), 40 boys aged 10-16 maladjusted.
Scale 1 teacher + SSA + ADA required September, or as soon as possible after this date to teach general subjects. Ability to offer some work to CSE an advantage. Residential accommodation available for both married or single applicants at a standard charge.

DAY SCHOOLS

DAUBENEY ROAD CHILDREN'S HOME
55 Daubeney Road, E5
Tel: 01-986 2685
An experienced teacher is required ASAP for a small mixed group of difficult young people who are in care to Hackney Social Services Department and who are unlikely to return to mainstream school. Salary Scale 2 (no SSA). Further details from Barry Taaffe, Inspector for Special Education. Tel: 633 1331. Application forms from and returnable to: The Education Officer EO/TS3 Room 71 County Hall, London SE1 7PB. Please enclose a SAE.

SECONDARY Science continued

LONDON

THE LONDON ORATORY SCHOOL

Seagrave Road
Fulham SW6 1RX
Telephone 01-385 0102

This is a Voluntary-aided School of 1,010 boys and 60 girls including over 200 pupils in the Sixth Form. Girls are only admitted to the Sixth Form.

Required for September, 1980

1. TEACHER of PHYSICS (Scale 1 or 2).

2. TEACHER of MATHEMATICS and SCIENCE (Physics preferred, but Biology or Chemistry will be considered) (Scale 1).

Further details and application forms are obtainable from the Secretary and should be returned to the Headmaster as soon as possible after the appearance of this advertisement.

LONDON

OUR LADY'S CONVENT HIGH SCHOOL
Amhurst Park, London N16 5AF
(Roll: 510 girls)
Required September, 1980, for this two-form entry grammar school (reorganizing since 1977 to three-form entry non-selective):—
GRADUATE to teach SCIENCE SUBJECTS to "O" level, preferably Physics and Chemistry, and General Science in the Lower School.
Applications in writing to the Headmistress quoting two referees.

NORTHAMPTONSHIRE

ROADE SCHOOL,
Stratford Road, Roade,
Northampton NN7 2LP
Required for September 1980, or as soon as possible thereafter, a TEACHER of PHYSICS (Scale 1) at this six-form entry rural Comprehensive School. Courses to C.S.E., "O" and "A" level.
Applications by letter to the Headmaster, naming two educational referees (S.A.E. please).

NORTH YORKSHIRE

COUNTY COUNCIL
RICHMOND SCHOOL
(Co-educational: 1,150 pupils: 11 to 18. Sixth form 180)
[illegible]

NOTTINGHAMSHIRE

[illegible]
For September graduate TEACHER (Scale 1) of PHYSICS.
Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

NOTTINGHAMSHIRE

COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified teachers for the following post
CARLTON LE WILLOWS School,
Wood Lane, Gedling
Nottingham NG4 4AA
Headmaster: T. L. Bowman, M.A.
(Mixed, 1,270 11 to 18)
For September or January, Graduate TEACHER (Scale 1) of CHEMISTRY to all levels, including Sixth Form with some Combined Science (mixed ability) in years 1 and 2. Excellent facilities.
Applications (no forms) to the Headmaster, with names of two referees as soon as possible.

NOTTINGHAMSHIRE

COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified teachers for the following post
ASHFIELD COMPREHENSIVE SCHOOL
Sutton Road, Kirkby in Ashfield
Nottingham NG17 8HP
Headmaster
R. Gilbert, M.A., M.Ed.
(Mixed 1,950 on roll, 11 to 18 years, approximately in September, 1980)
For September TEACHER (Scale 1) of CHEMISTRY in the lower school. Possibility of Examination work to C.S.E. and "O" level.
Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

NOTTINGHAMSHIRE

COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified teachers for the following post
HUCKNALL COMPREHENSIVE SCHOOL
Hillcrest Drive, Hucknall
Nottingham NG15 6PS
Headmaster: F. J. S. Archer, B.Sc., M.Ed., M.I.Biol.
(Mixed, 1,800 on roll, 11 to 18 years)
For September, two graduate TEACHERS (Scale 1) of CHEMISTRY, one to teach some General Science also.
Applications (no forms) to the Headmaster, with names of two referees as soon as possible.

NOTTINGHAMSHIRE

COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post
MINSTER C.E. (AIDED) COMPREHENSIVE SCHOOL
Church Street, Southwell
Nottinghamshire NG25 0HG
Headmaster: G. Whitaker, M.Sc.
[illegible]

NOTTINGHAMSHIRE

[illegible]
This is a permanent post. This school has evolved from an old-established Grammar School.
Application forms (s.a.e.) from Head Teacher.

OXFORDSHIRE

COUNTY COUNCIL
KING JAMES'S COLLEGE OF HENLEY
Paradise Road, Henley-on-Thames RG9 1UZ
(900, coeducational; Group 11)
GRADUATE SCIENTIST wanted for September, 1980, to teach mostly CHEMISTRY and some PHYSICS both to "A/S" levels. Willingness and experience for assistance with [illegible] would be a great advantage.
Apply immediately to the Principal with details of two professional referees, their and your telephone numbers.

REDBRIDGE

(London Borough of)
NIGHTINGALE HIGH SCHOOL,
Elmcroft Avenue, Wanstead, E11
Telephone: 01-989 0052
Head: M. J. Woollon, B.Sc., L.R.I.C., M.I.Biol.
Required from September 1980 or as soon as possible thereafter, a TEACHER of SCIENCE (Scale 1 with Outer London Allowance) offering combined Science and a specialist science to "O" level in this 11-18 single site comprehensive school. There is a new, fully equipped laboratory suite with ancillary staff. Further details are available from the Headmaster at the school.
WANSTEAD HIGH SCHOOL,
Redbridge Lane West, London E11 2JZ
Telephone: 01-989 2791
Head: Mrs. R. M. C. Taylor, M.A.
Required from September, 1980, or as soon as possible thereafter, BIOLOGY TEACHER to join a strong, well-equipped Science Department in this mixed 11-18 Comprehensive (1,500 on roll of which 180 are in Sixth Form). The successful candidate would teach combined sciences in years 1-3 and also C.S.E., "O" and "A" level in years 4-6.
For both posts please apply by letter to the Head at the School as soon as possible giving details of age, education, qualifications and experience (if any) and the names and addresses of two referees.

RICHMOND UPON THAMES

(London Borough of)

WALDEGRAVE SCHOOL FOR GIRLS

Twickenham

This 11 to 16 comprehensive school drawing girls from a wide residential area will be established in September 1980 by the amalgamation of Kneller and Twickenham Girls' Schools. In its early years the school will use the sites of both contributory schools, but by 1984 will be a five form-entry school using the Kneller site only. At least for next year staff appointed are likely to serve exclusively at one or other site.

An unestablished full or part-time TEACHER for Lower School Science is required from September. There could be the possibility of some work with Senior forms.

Apply by letter to the Headmistress, c/o Twickenham School, Clifden Road, Twickenham TW1 4LT.

ROTHERHAM

(Metropolitan Borough of)
DEPARTMENT OF EDUCATION
THOMAS ROTHERHAM COLLEGE
Coeducational Sixth Form college. Approximately 415 on roll.
Required for September, 1980: ASSISTANT TEACHER, Scale 1, for Physics.
Closing date: as soon as possible.
Applications by letter, giving full personal details and information on qualifications, experience and salary together with the names and addresses of two referees, should be sent to the Director of Education, Municipal Offices, Howard Street, Rotherham.

SEFTON

(Metropolitan Borough of)
EDUCATION COMMITTEE
Re-advertisement
ST. THOMAS AQUINAS R.C. HIGH SCHOOL FOR BOYS
St. Nicholas Drive, Bootle, Merseyside L30 2RG
TEACHER for BIOLOGY (Scale 1) required for September, to teach Biology to "O" level and General Science to Junior Forms.
Apply immediately by letter to the Headmaster enclosing names of two referees and curriculum vitae.

STAFFORDSHIRE

EDUCATION COMMITTEE
CHASE TERRACE HIGH SCHOOL
Bridge Cross Road, Chase Terrace, Burntwood, Near Walsall
Required for September 1980:
Well qualified TEACHER of BIOLOGY. There will be an opportunity to teach this subject throughout the age range including Sixth Form.
The ability to offer some Chemistry will be welcomed but is not essential.
Well qualified TEACHER of CHEMISTRY. Immediate opportunity to be involved in preparing pupils for public examinations.
Well equipped accommodation including specialist Sixth Form laboratory.
Please apply by letter to the Headmaster giving details of qualifications and name of referee.

SUNDERLAND

(Borough of)
EDUCATION DEPARTMENT
HOUGHTON SCHOOL
(Group 10)
Hetton Road, Houghton le Spring
Tyne and Wear. DH5 8NA
Required for September 1980
TEACHER of PHYSICS (Scale 1) to teach Physics throughout the school to "O" level and Chemistry in the lower forms.
Removal expenses and temporary lodging allowance may be payable in appropriate circumstances.
Application forms obtainable from the Headteacher at the school on receipt of a stamped addressed foolscap envelope to be returned to him by 25th July, 1980.

SURREY

EDUCATION COMMITTEE
ABBOTSFORD SCHOOL
Ashford (12 to 16).
BIOLOGY TEACHER required September 1980, to "O" and "CSE" levels. Suitable applicant will be expected to teach Chemistry to lower forms, Scale 1.
Apply to the Head. Telephone: Ashford 43244.
COURT LODGE COMPREHENSIVE, Horley (12 to 18).
SCIENCE. If possible, Physics and Biology to "O" level. Scale 1. Biology to "A" level. Scale 1.
Apply to the Head. Telephone: Horley 2016.
DE BURGH COUNTY SECONDARY Tadworth (12 to 16).
PHYSICS throughout school. Use of 380 Computer. Scale 1.
Apply to the Head. Telephone: Burgh Heath 50713.
TOMLINSCOTE SCHOOL, Frimley (12 to 18).
NOR 1,280, including 237 in Sixth Form.
Required September, teacher for:
(1) CHEMISTRY AND GENERAL SCIENCE.
(2) PHYSICS AND GENERAL SCIENCE.
Scale 1.
Apply to the Head. Telephone: Camberley 20760.

WEST SUSSEX

FOREST SCHOOL
Compton's Lane, Horsham
11-16 Boys Comprehensive (Community School)
Required September 1980 TEACHER of GENERAL SCIENCE, Lower School. Scale 1.
Team of 7 Science staff each with own laboratory. Access to 10 microprocessors.
Applications to Headmaster

WILTSHIRE

RICHARD JEFFERIES SCHOOL,
Hatton Road, Swindon SN3 2JY
Headmaster D. Hoyland, BA
(Pupils 11 to 14 years. Roll 500 mixed)
Required for September, 1980: TEACHER for SCIENCE, Scale 1, in this two-tier system Comprehensive High School with modern buildings, including three science laboratories and a swimming pool. General Science is taught for two years followed by separate Sciences.
Letter of application, giving the names of two referees, to the Headmaster.

Speech and Drama

Heads of Department

HERTFORDSHIRE

HATFIELD SCHOOL
Travellers Lane, Hatfield, Herts.
Headmaster Michael Slaney M.A.
(850 Boys & Girls, Group 11, Sixth Form of 150)
Required for November if possible HEAD of DRAMA, Scale 2, temporary in the first instance, with the possibility of a permanent position.
Drama is taught throughout the first year and from the third year onwards as part of the option scheme, leading to C.S.E. and "A" level Drama exams.
Applicants must be qualified to teach to these levels.
Apply to the Headmaster giving the names and addresses of two referees and enclosing S.A.E.

Deputy Headships Senior Masters/Mistresses

Scale 1 Posts

BUCKINGHAMSHIRE

[illegible]

CROYDON

(London Borough of)
[illegible]

REDBRIDGE

(London Borough of)
MAYFIELD HIGH SCHOOL
[illegible]

SHEFFIELD (City of)

[illegible]

SHROPSHIRE

EDUCATION COMMITTEE
[illegible]

WALSALL

[illegible]

County of Cleveland

SECONDARY SCHOOLS

All secondary schools are mixed comprehensive schools.

11-TO-18 SCHOOLS

SCALE 2/1 CHEMISTRY (Re-advertisement)
HIGH TUNSTALL SCHOOL (Roll 1,275) Elwick Road, Hartlepool, Cleveland TS26 0LQ. (Tel.: Hartlepool 61446).
Required for January, 1981, or earlier if possible, a teacher for CHEMISTRY, Scale 2 or 1, to teach to "O" and "A" level. Applications by letter in the first instance to the Head Teacher at the address shown above by not later than Monday, 21st July, 1980.

SCALE 2/1 PHYSICS (Re-advertisement)
HIGH TUNSTALL SCHOOL (Roll 1,275) Elwick Road, Hartlepool, Cleveland TS26 0LQ (Tel.: Hartlepool 61446).
Required for January, 1981, or earlier if possible, a teacher of PHYSICS, Scale 2 or 1, to teach to "O" and "A" level. Applications by letter in the first instance to the Head Teacher at the address shown above by not later than Monday, 21st July, 1980.

SCALE 1 BIOLOGY (Re-advertisement)
HIGH TUNSTALL SCHOOL (Roll 1,275) Elwick Road, Hartlepool, Cleveland TS26 0LQ (Tel.: Hartlepool 61446).
Required for September, 1980, a teacher for BIOLOGY to teach to "O" level initially. Applications by letter in the first instance to the Head Teacher at the address shown above by not later than Monday, 21st July, 1980.

SCALE 1 ENGLISH
HENRY SMITH SCHOOL (Roll 1,269) King Oswy Drive, Hartlepool, Cleveland TS24 9PB (Tel.: Hartlepool 867691).
Required for September, 1980, a one year temporary teacher (Scale 1) for English.

11-TO-16 SCHOOLS

SCALE 1 GIRLS' PHYSICAL EDUCATION
HUNTCLIFF SCHOOL (Roll 602) Marske Mill Lane, Saltburn, Cleveland TS12 1HJ (Tel.: Guisborough 22178).
Required September, 1980, a teacher for GIRLS' PHYSICAL EDUCATION. This post is permanent to the Authority but temporary at this school for one year in the first instance.

SCALE 1 HOME ECONOMICS
SOUTHLANDS SCHOOL (Roll 812) Endeston Road, Priestfields, Middlesbrough, Cleveland TS3 0HQ (Tel.: Middlesbrough 314839).
Required for September, 1980, a teacher for HOME ECONOMICS.

SCALE 1 REMEDIAL EDUCATION
WARSETT SCHOOL (Roll 930) Linden Road, Brotton, Saltburn, Cleveland TS12 2BJ (Tel.: Guisborough 76305).
Required for September, 1980, a teacher to join the REMEDIAL department.
Financial assistance with household removal expenses is available in approved cases.
Application forms and further details are obtainable from the Head Teachers at the addresses shown above. Applications by letter should include detailed information regarding education, training, qualifications and experience together with the names and addresses of two referees.
Completed application forms and letters of application should be submitted direct to the Head Teachers at the addresses shown above by not later than Friday, 25th July, 1980, unless otherwise stated.

Technical Studies

Other Posts on Scale 2 and above

BEDFORDSHIRE

SOUTHERN AREA

DENBIGH HIGH SCHOOL

Alexandra Avenue, Luton

Headmaster: Mr H. A. Clarke, B.Sc.

Required as soon as possible TEACHER of CAR MECHANICS and other TECHNICAL SUBJECTS. The school has 1,202 pupils on roll and enters candidates for the C.S.E. and G.C.E. "O" level examinations. A Scale 2 post is available for a suitable applicant. Some assistance with accommodation may be possible.

Further details and application forms obtainable from and returnable to the Headmaster.

BRENT

(London Borough of)
PRESTON MANOR HIGH SCHOOL
Carlton Avenue, East Wembley HA9 8NA
Roll 1,300 expanding to full [illegible] form education; 11 to 18; approximately 300 in well-established Sixth Form
Excellent modern facilities [illegible] subjects
Headmaster: Dr I. S. Mason, [illegible] F.R.I.C.
Required from September [illegible] possible TEACHER of WOOD CRAFTS able to share in the [illegible] ing of GRAPHICAL COMMUNICATIONS and METALWORK, WOODWORK. The Technical Studies department is established with excellent facilities. This is a suitable opportunity [illegible] teacher entering the profession though a more experienced candidate would be considered [illegible] Scale 2 post. There is a [illegible] tradition of staff involvement [illegible] a wide range of extra-curricular activities.
London Allowance of £[illegible] annum is payable and there [illegible] scheme for assistance with removal expenses including legal fees [illegible] travelling and lodging allowances.
Candidates should apply by letter to the Head of the School within seven days giving age, present [illegible] qualifications, experience and [illegible] ences, enclosing S.A.E. for reply.

City of Coventry

Required September.

Assistant Teachers

at:

Finham Park Mixed Comprehensive School, Green Lane, CV3 6EA (1,320 on roll).

Economist

(Scale 1) to share the teaching of Business Studies. Cambridge "A" level Business Studies, "O" and C.S.E. level Commerce/Economics courses. Office skills an advantage.

Lyng Hall Girls' Comprehensive School, Blackberry Lane, CV2 3JS (1,560 on roll).

Mathematics

Scale 1. Temporary one term appointment.

Sidney Stringer School and Community College, Cox Street, CV1 5NL (1,250 on roll).
(Social Priority School).

French

Scale 1. Temporary or permanent appointment available.

Whitley Abbey Mixed Comprehensive School, Abbey Road, CV3 4BD (1,620 on roll).

Geography

Scale 1. Temporary appointment to cover maternity leave.

Bishop Ullathorne R.C. Mixed Comprehensive School, Leasowes Avenue, CV3 6BH (1,200 on roll).

French

at least to "O" level, with English up to 4th year, Scale 1. Temporary appointment to cover maternity leave. Apply to Clerk to Governors, c/o the school.

Canvassing disqualifies. Closing date 10 days after appearance of advertisement.

Apply by letter giving full details (age, qualifications, experience) and names and addresses of two educational referees to the Head Teacher of the school concerned, unless otherwise stated.

Somerset

Applications are invited from suitably qualified and experienced teachers for the following posts. Unless otherwise stated, applications by letter as soon as possible to the Heads at the schools, with curriculum vitae and names of two referees.
Please quote reference 11/7 on correspondence.

Further Education

Somerset College of Arts and Technology, Taunton.
LECTURER I
In Electrical Installation work.
See advertisement under Further Education.

Secondary

ANSFORD SCHOOL, CASTLE CARY
(11 to 16 mixed comprehensive, 537)
For September, 1980, teacher of Mathematics, scale 1, to "O" level. Temporary full-time appointment for one term only in the first instance.
BUCKLER'S MEAD SCHOOL, YEOVIL
(11 to 16 mixed comprehensive, 1,207)
For September 1980, teacher of French scale 1.
For September 1980, teacher of Mathematics, scale 1.
Re-advertisement—previous applicants for Buckler's Mead posts will be re-considered.
CHILTON TRINITY SCHOOL, BRIDGWATER
(11 to 16 mixed comprehensive, 1,000)
For January 1981, teacher of Mathematics scale 2. To teach up to and including "O" level.
Application forms returnable as soon as possible, and details (S.A.E.) from the Head at the school.

Middle Schools

DANESFIELD C.E. V.C. MIDDLE, WILLITON
(9 to 13 mixed, 477)
For September 1980, teacher scale 1, for Boys Physical Education and top primary Mathematics, English and Environmental Studies. An ability to teach some Music an advantage.

SECONDARY Technical Studies continued

[illegible]

(London Borough of)
EDUCATION SERVICE
[illegible] HIGH SCHOOL
[illegible] Avenue, Harrow [illegible]
[illegible] for September, 1980, TEACHER of CRAFT, DESIGN and TECHNOLOGY, to be responsible [illegible] Design Technology/Metalwork. [illegible] department is well established [illegible] a good examination record. [illegible] person appointed would be responsible for his own workshop. [illegible] 2 for an appropriately experienced applicant.
[illegible] Weighting £600.
[illegible] by letter to the Head [illegible] as soon as possible (S.A.E.)

[illegible]

[illegible] GROVE SCHOOL
[illegible]
[illegible] Road, Harlow CM18 6JH
[illegible] Harlow 34161)
[illegible] MECHANICS. Scale 2
[illegible] for September/January, [illegible] TEACHER in charge of [illegible] MECHANICS. Ability to [illegible] Technical Drawing an advantage [illegible] engineering department.
[illegible] vitae and names of [illegible] to Head Teacher (foolscap S.A.E. please).

LIVERPOOL

ASSISTANT, Scale 1-2,
TECHNICAL STUDIES

FAZAKERLEY COMPREHENSIVE SCHOOL (Mixed),
Sherwoods Lane, Liverpool L10 1LB

Required for September, an enthusiastic TEACHER to teach METALWORK throughout the school to every age and ability range. The subject is fully established at examination level. Scale 2 available for suitably qualified and experienced candidate.

Re-advertisement. Previous applicants need only confirm in writing if they wish their application to stand.

Forms available from and returnable to the Head Teacher quoting ref. P & M 561(8). Closing date July 21, 1980.

REDBRIDGE

(London Borough of)
LOXFORD HIGH SCHOOL,
Loxford Lane, Ilford IG1 2UT,
Telephone: 01-553 2424.
Head: H. H. M. Merkarian, E.R.D., M.A., F.R.E.A.
Required from September 1980 or as soon as possible thereafter, a suitably qualified and experienced TEACHER to take charge of TECHNICAL STUDIES (C.D.T.) in the Lower School where there are two well-equipped workshops.
Please apply by letter to the Head at the School as soon as possible giving details of age, education, qualifications and experience, and the names and addresses of two referees.

METROPOLITAN BOROUGH OF STOCKPORT

PRIMARY

Banks Lane Infant School,
Hempshaw Lane, Stockport SK1 4PR

HEAD TEACHER
(Ref. 1301/TES) (Re-advertisement) Group 5

Maycroft Infant School, Westmorland Drive, Brinnington, Stockport SK5 8HH

TEACHER—NURSERY CLASS
(Ref. 1505/TES) Scale 1 plus SPS
Applications are invited from suitably qualified and experienced teachers.
Application forms obtainable from Director of Education, Town Hall, Stockport, and returnable to the Head Teacher, quoting reference, by July 22, 1980.

SECONDARY

Aquinas R.C. Sixth Form College (Aided), Hangreave Road, Stockport

HEAD OF HISTORY
(Ref. 1477/TES) Scale 3
HEAD OF RELIGIOUS EDUCATION
(Ref. 1468/TES) Scale 4
To discuss posts telephone 061-483 3237.
Application forms obtainable from the Principal and returnable to Fr. P. Healey, St. Bernadette's Presbytery, The Drive, Brinnington, Stockport, by July 18, 1980.

Harrytown R.C. High School, Harrytown Lane, Romiley, Stockport

CHEMISTRY/PHYSICS
(Ref. 1508/TES) Scale 1
To teach Lower School Science, and, if possible, Chemistry and/or Physics to G.C.E. 'O' and C.S.E. levels. Graduate preferred.
BIOLOGY
(Ref. 1507/TES) Scale 2
To take charge of the Biology Department. Teaching to G.C.E. 'O' and C.S.E. levels. Graduate preferred.
Application forms obtainable from the Head Teacher, and returnable to Fr. L. St. John, Our Lady's and St. Christopher's Presbytery, 52 Barrack Hill, Romiley, Stockport, quoting reference, by July 18, 1980.

Bramhall High School, Seal Road, Bramhall SK7 2JT

RELIGIOUS EDUCATION
(Ref. 1512/TES) Scale 1
Required for January 1981
A specialist teacher of Religious Education to assist in the teaching of the subject throughout this large comprehensive school, to include teaching examination courses at C.S.E., G.C.E. 'O' and 'A' levels. An interest in General Studies would be an advantage.
ART
(Ref. 1502/TES) Scale 1
Required for September 1980 or January 1981.
With a particular interest to develop print making/fabric printing.

Broadway School, High Grove Road, Cheadle, Stockport SK8 1LD

ENGLISH
(Ref. 1488/TES) Scale 1
Graduate preferred. Examination work available.

Avondale School, St. Lesmo Road, Edgeley, Stockport

MUSIC
(Ref. 1511/TES) Scale 1 plus S.P. Allowance
The school has a purpose-built Music Room and a teacher is required for years 1, 2 and 3 with eventual possibility of examination work.

Stockport School, Mile End Lane, Stockport SK2 6BW

FRENCH/ENGLISH
(Ref. 1509/TES) Scale 1

UNLESS OTHERWISE STATED application forms obtainable from and returnable to the Head Teacher, quoting reference by July 18, 1980.

Scale 1 Posts

BERKSHIRE

ASHMEAD SCHOOL
Northumberland Avenue, Reading
Number on Roll: 1,040
Required for September, 1980: INSTRUCTOR for the TECHNICAL DEPARTMENT of this school. The person appointed should have qualifications and/or experience in one or more of the following: Metalwork, Woodwork, Motor Mechanics, Technical or Engineering Drawing.
The post is temporary for one term and applications should be made as soon as possible to the Headmaster (s.a.e.).

BRENT

(London Borough of)
SLADEBROOK HIGH (MIXED) SCHOOL
Brentfield Road, NW10 8HE
(Number on roll 781, 11 to 18, Social Priority School)
Required from September, part-time (.4) TEACHER of TECHNICAL STUDIES to teach Woodwork and Metalwork mainly in the Lower School. Specific times will be by negotiation. Scale 1.
The London Allowance of £[illegible] is payable (pro rata).
Candidates should apply by letter to the Head of the School within seven days giving age, present post, qualifications, experience and references, enclosing S.A.E. for reply.

BRENT

(London Borough of)
CARDINAL HINSLEY CATHOLIC HIGH SCHOOL
Harlesden Road, NW10 3RN
(Roll: 930 Boys, 11-18)
Situated on a very pleasant site this developing school hopes to establish very valuable links with the community.
Required from September:
TEACHER of TECHNICAL SUBJECTS to teach Woodwork, Metalwork and Graphic Communications within a Design and Technology context (Scale 1). The department has well equipped facilities and caters for pupils to C.S.E., G.C.E. in Woodwork, Metalwork, Design and Technology, Technical Drawing and City and Guilds Foundation Courses. A creative enthusiastic approach will be welcome as also a willingness to promote the Catholic ethos of the school.
Application forms (s.a.e.) obtainable from and returnable to the Headmaster within 10 days.
London Allowance of £[illegible] per annum is payable and there is a scheme for assistance with removal expenses including legal fees, etc., travelling and lodging allowances.

DORSET

[illegible]

ENFIELD

[illegible]

ESSEX

[illegible]

GLOUCESTERSHIRE

[illegible]

HARROW

[illegible]

HAVERING

[illegible]

HEREFORD AND WORCESTER

COUNTY COUNCIL

REDDITCH, BRIDLEY MOOR HIGH SCHOOL (13-18)

Bridley Moor Road, Redditch,

Worcs. B97 6HT.

Required for September, 1980, or as soon as possible, teacher within the area of CRAFT, DESIGN and TECHNOLOGY (Scale 1). The post is a new one and results from expansion of the Department; an extra specialist room is scheduled to be built shortly. There are excellent facilities for all branches of the subject. There will be some emphasis on the "heavy" craft side in the short term, but it is hoped that the person appointed will have the expertise to provide links with the "light" craft areas of the school work. An ability to teach a little mathematics at C.S.E. level, though certainly not essential, would be a useful additional qualification. The post is a permanent one, but persons wishing to apply for a temporary post should not hesitate to do so.

Initial letter of application (S.A.E., foolscap, please) to the Headmaster as soon as possible, giving qualifications and experience and names, addresses, status and telephone numbers of two referees.

HEREFORD AND WORCESTER

COUNTY COUNCIL

HEREFORD.

AYLESTONE SCHOOL

Broadlands House,

Broadlands Lane,

Hereford HR1 1HY

No. on Roll: 1,300

ASSISTANT required for September to share the teaching of METALWORK throughout the school—Scale 1. Metalwork is part of the department of Technical and Aesthetic Studies and the ability to offer Woodwork and/or Technical Drawing would be an advantage.

When Aylestone School was formed in 1976 by the amalgamation of the two former Grammar Schools, two well-equipped Metalwork shops were provided and the existing Woodwork, Art and Needlework departments completely re-equipped and extended.

Further details and application forms may be obtained from the Headmaster (S.A.E. please), to whom they should be returned within fourteen days.

HUMBERSIDE

EDUCATION COMMITTEE
SCUNTHORPE DIVISION
FOXHILLS COMPREHENSIVE SCHOOL,
Foxhills Road, Scunthorpe.
Head Teacher: C. Buck.
No. on Roll: 1,140.
TECHNICAL STUDIES Teacher, Scale 1 plus S.P.A. required for September, 1980, able to teach Design and Craft to G.C.E. "O" level and also Technical Drawing to 16 plus. An interest in technology is also looked for. The Department is housed in a suite of well-equipped purpose-built craft rooms within this mixed 11 to 16 Comprehensive School.
Application forms obtainable from the Head Teacher at the School, to whom completed forms should be returned no later than July 21, 1980 (F.S.A.E. please).

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
ASHFORD DIVISION
HOMEWOOD SCHOOL
Tenterden
(1,140 Mixed) 11 to 18
CREATIVE STUDIES
Required in September for this developing rural comprehensive school a TEACHER of DESIGN TECHNOLOGY (metalwork) to contribute to a wide ranging, well-equipped department.
An interest in TECHNICAL DRAWING an advantage.
Letters of application with curriculum vitae, S.A.E., and naming two referees please to the Headmaster.

LIVERPOOL

ASSISTANT, Scale 1
TECHNICAL SUBJECTS

ALSOP COMPREHENSIVE SCHOOL

(Boys)

Queens Drive, Liverpool

L4 6SH

Required for September, to teach in a department of 7, teaching WOODWORK, METALWORK, TECHNICAL DRAWING and aspects of design. Applicants should state their preferences in teaching in the department.

Readvertisement — previous applicants need only confirm in writing if they wish their application to stand.

Forms available from and returnable to the Head Teacher, quoting ref. P & M 664(b). Closing date: July 21.

LONDON

CENTRAL FOUNDATION BOYS' SCHOOL
Cowper Street, London EC2A 4AP
(Near Old Street Station)
Required to begin in September in this three-form entry Voluntary Aided Boys' School, a TEACHER of TECHNICAL STUDIES, full-time or part-time. Work is available at all levels, and applicants may like to state their own enthusiasms or special fields.
Please apply immediately to the Headmaster at the school by letter. Letters should include the names and addresses of two referees. Telephoned inquiries concerning the post are welcome (01-253 3741).

NOTTINGHAMSHIRE

COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified Teachers for the following post:
MARGARET GLEN-BOTT SCHOOL
Bilton Pastures Crescent
Wollaton Park
Nottingham NG8 1EA
Headmaster: R. C. Peake, B.Sc. J.P.
Mixed: 750 (11-16)
For September, TEACHER (Scale 1) of METALWORK and TECHNICAL DRAWING.
Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

NOTTINGHAMSHIRE

COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:
FERNWOOD COMPREHENSIVE SCHOOL
Goodwood Road, Wollaton
Nottingham NG8 2FT
Mixed: 850 (11-16)
Headmaster: A. L. Oswell
For September, TEACHER (Scale 1) for ART, TECHNICAL DRAWING.
Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

NOTTINGHAMSHIRE

COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified Teachers for the following post:
WILLIAM CRANE COMPREHENSIVE SCHOOL
Minver Crescent, Aspley
Nottingham NG8 5PN
Headmaster: A. T. Rowell, M.Ed
Mixed: 980 (11-16)
For September, TEACHER (Scale 1) of METALWORK throughout the ability range to C.S.E. and "O" level.
Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

CITY OF SALFORD

EDUCATION DEPARTMENT
DE LA SALLE SIXTH FORM COLLEGE
Weaste Lane, Pendleton
Salford M6 8QS

This comprehensive and mixed sixth-form college was created in 1977.

The grammar school stem will be phased out in 1981.

TEACHER of METALWORK

Required in the craft, design and technical studies department, to "O" and "A" level during the secondment period of the permanent teacher (1st September, 1980-9 July, 1981). Scale 1.

A Scale 2 is available for a suitable candidate.

Please send S.A.E. to the Principal for the application form.

SANDWELL

(Metropolitan Borough of)
DARTMOUTH HIGH SCHOOL
(11 to 18 Comprehensive)
Required for September 1980
CRAFT DESIGN and TECHNOLOGY—Scale 1

To join a team in a large purpose built school with 9 specialist rooms. Teaching commitment primarily WOODWORK but the ability to offer metalwork and/or technical drawing an advantage.

Letters of application, stating names and addresses of two referees, should be forwarded immediately to Head Teacher, Wilderness Lane, Great Barr, Birmingham.

Sandwell Council is an equal opportunity employer and vacancies are open to both sexes, all races and to registered disabled people.

SHEFFIELD (City of)

EDUCATION DEPARTMENT
NORFOLK SCHOOL,
Cradock Road, Sheffield S2 2JX
Required for September 1980 or January 1981 a TEACHER of TECHNOLOGY.
Courses leading to CSE Control and Craft technology have been established. Some help will be required in science and the post will be Scale 1 or 2 according to qualifications and experience.
Apply by letter to the Head Teacher at the above school address.

SHEFFIELD (City of)

EDUCATION DEPARTMENT
HINDE HOUSE SCHOOL
Shiregreen Lane, Sheffield 5
a 12 to 16 Secondary [illegible]
Required for September 1980 a TEACHER OF METALWORK and WOODWORK. Scale 1.
Apply by letter, naming two referees to the Headmaster at the school as soon as possible (Telephone 0742-388485).

CITY OF WAKEFIELD

METROPOLITAN DISTRICT COUNCIL
CASTLEFORD HIGH (12 to 18) SCHOOL
MIXED COMPREHENSIVE
(1,330 on roll)
Required for September 1980, a Scale 1 TEACHER for TECHNICAL STUDIES WOODWORK and METALWORK
Application forms available (on receipt of S.A.E.) from Chief Education Officer, Education Department, 8 Bond Street, Wakefield, to be returned as soon as possible.

Other than by Subject Classification

Heads of Department

DERBYSHIRE

SINFIN COMMUNITY SCHOOL
Farmhouse Road, Derby DE2 3AR
HEAD OF FACULTY OF SCIENCE AND MATHEMATICS
Required from January 1, 1981, a HEAD of the FACULTY of SCIENCE and MATHEMATICS in this 11 to 16 mixed comprehensive school. Facilities are splendid and the successful candidate will have every opportunity to lead a happy and active faculty.
Applications and further particulars are available from the Headmaster (S.A.E., please).

Scale 1 Posts

BARNET

(London Borough of)
QUEEN ELIZABETH'S GIRLS SCHOOL
High Street, Barnet, Herts.
Telephone: 01-449 [illegible]
Comprehensive, Roll 830, Sixth Form 120.
Next to High Barnet tube station (Northern Line)
Required September 1980, graduate TEACHER able to offer SOCIAL ECONOMICS in Middle School and preferably Economics to "A" level with some combination of History, Geography or Mathematics to junior forms. Temporary appointment considered. Scale 1.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances. Assistance may also be sometimes possible with a limited amount of temporary housing, dependent upon availability. Priority will be given to teachers of certain shortage subjects.
Apply in writing to Head Teacher with full curriculum vitae and names of two referees. S.A.E.

BRENT

(London Borough of)
ALPERTON HIGH (MIXED) SCHOOL
Stanley Avenue, Wembley HA0 4JB
(Roll: 1,400, 11-18;
200 in Sixth Form)
Head Teacher: Mrs J. Dunn, B.Ed.
Required in September for this Comprehensive School, TEACHER for GENERAL SUBJECTS in the Lower School (Scale 1). The post would be suitable for one who has trained for Junior/Middle School age range. We have a mixed ability approach to our First Year with an integrated approach to the Humanities. Someone offering History and Social Studies with an ability to teach elementary Mathematics would be most suitable.
London Allowance of £600 per annum is payable and there is a scheme for assistance with removal expenses including legal fees, etc., travelling and lodging allowances.
Candidates should apply by letter to the Head of the School within seven days, giving age, present post, qualifications, experience and references, enclosing S.A.E. for reply.

CHANNEL ISLANDS

STATES OF JERSEY
EDUCATION COMMITTEE
ST. HELIER GIRLS' SCHOOL
Age range: 11 to 16
Roll: 700 Girls co-ed from 1981. Mixed ability.
Required for September, 1980, a possible
TEACHER SCALE 1
HOME ECONOMICS
A well-qualified teacher offering both COOKERY and NEEDLECRAFT up to and including C.S.E. level. Candidate must be willing to teach throughout the whole age and to all abilities.
TEACHER SCALE 1
TYPEWRITING/OFFICE PRACTICE
A well-qualified experienced teacher required to undertake responsibility for this well-established and successful area of the curriculum. C.S.E./R.S.A. Typewriting/Office Practice courses are offered to fourth and fifth year pupils.
TEACHER SCALE 1
SPANISH/FRENCH
A well-qualified, lively enthusiast required to be responsible for the teaching of SPANISH up to and including C.S.E./"O" level. Ability to teach French, which is a compulsory subject throughout the school, an advantage.
LE ROCQUIER SCHOOL
Age range: 11 to 16
Roll 780 co-ed, mixed ability.
Required for September, 1980.
TEACHER SCALE 2
GEOGRAPHY
Responsibility for the subject to G.C.E. "O" level and C.S.E. within a History, Geography and Religious Studies Department.
TEACHER SCALE 1
NEEDLEWORK
Within a Home Economics Department.
Further information and application forms from Director of Education, P.O. Box 142, Highlands, St. Saviour, Jersey. Closing date July 25, 1980.

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
CANTERBURY DIVISION
THE FRANK HOOKER SECONDARY SCHOOL
Canterbury—Knight Avenue
Applications are invited from qualified TEACHERS for the following Scale 1 posts which fall vacant from September 1, 1980:—
(1) WOODWORK/METALWORK in the Lower School.
(2) LIGHT CRAFT with older pupils.
(3) GEOGRAPHY in the Lower School.
Application forms and further details from the Headmaster at the school in Knight Avenue, Canterbury (S.A.E. please).

LIVERPOOL

ASSISTANT, Scale 1, SCIENCE/PHYSICAL EDUCATION
LAWRENCE SECONDARY SCHOOL (Girls)
Lawrence Road, Liverpool
L15 0EE
Required for September to teach GENERAL SCIENCE to pupils in years one to three, and BIOLOGY up to C.S.E. level.
Approximately one quarter of teaching time to be spent working in the Physical Education department.
Forms available from (S.A.E.) and returnable to the Head Teacher quoting ref. P & M 744(b). Closing date July 21, 1980.

MERTON

(London Borough of)
WIMBLEDON COLLEGE
Edge Hill, London SW19 4NS
Voluntary Aided Comprehensive High School for 940 Catholic boys aged 13 to 18
Applications are invited for the post of ASSISTANT TEACHER for CIVICS and POLITICAL STUDIES with some RELIGION.
Full London Allowance is payable, and assistance with mortgage and removal expenses may be arranged in suitable cases.
Apply to the Headmaster in the first instance.

ROTHERHAM

(Metropolitan Borough of)
DEPARTMENT OF EDUCATION
BRAMPTON ELLIS CHURCH OF ENGLAND (VOLUNTARY AIDED) COMPREHENSIVE SCHOOL
11 to 16 Mixed, approximately 570 on roll
Required for September, 1980 TEMPORARY ASSISTANT TEACHER Scale 1 required for mainly MATHEMATICS with some GIRLS P.E. for the autumn term only in the first instance to cover for maternity leave.
Closing date: As soon as possible.
Applications by letter giving full personal details and information on qualifications, experience and salary together with the names and addresses of two referees should be sent to the Director of Education, Municipal Offices, Howard Street, Rotherham.
B. W. Ellis, Director of Personnel Resources.

SURREY

EDUCATION COMMITTEE
THE HEADS SCHOOL
Addlestone
(12 to 16)
Required September, TEACHER of MUSIC and FRENCH in the Lower School.
First appointments welcomed. Scale 2 available for suitably qualified and experienced candidate.
Apply to the Head. Tel: Chertsey 64072.

WILTSHIRE

THE JOHN OF GAUNT SCHOOL
Wingfield Road, Trowbridge
Age-range 11 to 18 (comprehensive)
Number on roll 1,360.
Required for September, a GENERAL SUBJECTS TEACHER (Scale 1) able to offer Science and Maths to classes in the Lower School.
Help with games and/or Physical Education would be an advantage. Temporary post for one year.
Applications by letter, giving full curriculum vitae and names, addresses and telephone numbers of two referees, to Headmaster at the school.

WILTSHIRE

SUTTON VENY C.E. (Controlled) SCHOOL
Warminster
Group 3 — N.O.R. 100
Required for September, 1980, for one year only, TEACHER of Upper Juniors. BOYS GAMES, MUSIC and/or ART and CRAFT an advantage.
Application form available from the Headteacher at the school.

City of Manchester

SCALE 3

NORTH MANCHESTER HIGH SCHOOL FOR GIRLS
Brookside Road, Moston, Manchester. M10 9GJ

Head of PHYSICAL EDUCATION. The person appointed will be expected to lead the team of four full time teachers. The school currently offers gymnastics, dance, netball, hockey, tennis, rounders, athletics, cross country, badminton, swimming. There are 4 gymnasia (one used as a games room), netball courts, 9 tennis courts, an all-weather pitch, field and use of Moston Fields Primary School for athletics in the summer. Physical Education is compulsory throughout the school.

Application by letter to the Headmistress at the school as soon as possible.

SCALE 2

ABRAHAM MOSS CENTRE
Cresent Road, Manchester, M8 6UH

Teacher of PHYSICS. Temporary appointment for one year to cover for teacher on secondment.
Closing date: 25 July, 1980.

SCALE 1+

SOUTH MANCHESTER HIGH SCHOOL
Fernside Road, Manchester, M22 4WZ.

This is an 8-form entry comprehensive high school attractively situated to the south of the city.
Teachers of ENGLISH:
1/2 posts available for well qualified teacher of English. The successful candidate will be expected to teach English up to 16 plus and O.S.E. level. An interest in Drama will be an added recommendation.

There may be a Scale 2 post available for a suitably qualified and experienced applicant but applications from young teachers seeking their first appointment will be welcome.

SCALE 1

ST JOSEPH'S R.C. HIGH SCHOOL
Leindon Road, Victoria Park, Manchester M15 6HP.

Temporary teacher of **MATHEMATICS** for 1 term only.
Application by letter to the Head Teacher at the school with the names and addresses of two referees.

YEW TREE HIGH SCHOOL
Sale Road, Wythenshawe, Manchester M23 0DD

Teacher of METALWORK

An opportunity to join a large Technical Department housed in a fairly new block. The teacher will be able to teach pupils from the full age range and from all abilities.
The pupils in the 1st and 2nd Years are taught in mixed groups, studying for C.S.E. and "O" Level examinations.
Would interested candidates please phone the school in the first instance. (061-366-6511).

Re-advertisement
PLANT HILL HIGH SCHOOL
Plant Hill Road, Blackley, Manchester M9 2WP

Required for Autumn Term 1980:
A Temporary teacher of **HOME ECONOMICS.**
The person appointed will be required to teach Housecraft up to C.S.E. Level and Needlework to at least 3rd Year level. The school has specialist rooms in both subjects.

Re-advertisement
LEVENSHULME HIGH SCHOOL
Crossley Road, Manchester M19 1FS.

7 Form entry 11-16 comprehensive high school for girls, 1,050 on roll with 120 in the 6th form. Years 1 and 2 are housed in the Lower School Mauldeth Road, Manchester 14.

Qualified **MATHEMATICS** teacher to share in the work of the department. There is a wide range of well-established courses leading to C.S.E. and "O" level examinations. In the sixth form the department runs "A" level traditional Mathematics courses and there is growing interest in Computer Studies.

Application by letter to the Head-Teacher at the school with the names and addresses of two referees as soon as possible.

HARPURHEY HIGH SCHOOL FOR GIRLS
Church Lane, Manchester M9 1LD
Tel.: 061-205 8737
1,130 girls, 11-18.
Required for September 80/January, 1981.

(1) Teacher of girls **PHYSICAL EDUCATION.**

The post covers the full age range and the person appointed should have an interest in all aspects of Physical Education. An interest in modern educational dance would be an advantage.

(2) Teacher of **GENERAL SCIENCE/BIOLOGY.**

This post involves teaching combined Science and Biology in lower school and integrated Science in Upper School.

Applicants should be prepared to teach across all the Science disciplines in a large well equipped science department.

XAVERIAN COLLEGE
Lower Park Road, Victoria Park, Manchester M14 5RB

This is a Roman Catholic open access mixed Sixth Form College. All members of staff must be able to teach their subject to G.C.E. Advanced level and to contribute to the General Studies programme. They must also be prepared to undertake pastoral and administration responsibilities within the Tutorial System.

Teacher of GOVERNMENT and POLITICS.

Application by letter to the Principal at the College with curriculum vitae and the names of two referees.

MELLAND E.S.N. (S) SCHOOL
Holmcroft Road, Gorton, Manchester M18

Teacher for UPPER SCHOOL. Possibility of a Scale 2(s) for suitable applicant.
Application forms from the Head-Teacher at the school 061-223 0916.
Closing Date: 10th July, 1980

CENTRAL HIGH SCHOOL FOR BOYS
Kirkmanshulme Lane, Manchester M12 5GL.
Re-advertisement

Teacher for GERMAN/FRENCH. Successful candidate will be teaching the German set in each of the 2nd, 4th and 5th years leading to 'O' level/C.S.E. It is also anticipated that there will be a group of boys in the lower sixth starting an advanced level German course. The remainder of the timetable will be French.

NORTH MANCHESTER HIGH SCHOOL FOR GIRLS
Brookside Road, Moston, Manchester M10 9GJ.

Graduate **ENGLISH** specialist to teach throughout the school.
The ability to teach examination work up to 'A' level is required.
Application by letter to the Headmistress at the school as soon as possible.

SOUTH MANCHESTER HIGH SCHOOL
Fernside Road, Manchester M22 4WZ

This is an attractively sited 11-16 mixed comprehensive school to the South of the City.

(1) **RURAL and ENVIRONMENTAL SCIENTIST** required. There is a fully equipped rural studies area.

A Scale 2 post could be available to a suitably qualified candidate but enthusiastic probationer teachers should not hesitate to apply.

(2) **Specialist teacher of BOYS' P.E.**

(3) **Temporary teacher for 1 year with possibility of permanence for specialist teacher of GIRLS' P.E. and DANCE.**

The school has excellent facilities and traditions in dance, outdoor pursuits and gymnastics.
Closing date: 25th July, 1980.

BURNAGE HIGH SCHOOL
Burnage Lane, Manchester M19 1BU.

1,650 Boys: 150 in 6th form
Required for September, 1980, at this well established school, situated in the southern suburbs of the city:

(1) A teacher for **FRENCH/GERMAN** to teach initially in the Lower School (years 1 to 3). Both languages are offered to C.S.E., 'O' and 'A' level. The department enjoys good facilities, specialist rooms and a Tandberg language laboratory.

(2) Teacher for **OUTDOOR PURSUITS/SCIENCE.** The successful applicant will spend 2 days a week at the school's outdoor education centre in Derbyshire, including an overnight stay. Outdoor pursuits will be taught to groups of 1st, 2nd, 4th and 5th year boys. An active interest in the running of the Duke of Edinburgh Award Scheme is essential. In addition he/she will join a large and successful science department to teach boys in years 1 to 3. Physics, Chemistry, Biology or a combination of these subjects may be offered.

Unless otherwise stated all posts are available from September, 1980. Application forms are available from the head of the school to whom they should be returned as soon as possible unless a date is specified.

The Authority has a number of vacancies in its Secondary Schools for the coming academic year. In particular, there are posts for teachers of

Mathematics, Science and Languages

Application forms available from and returnable to: Chief Education Officer for Schools (T7), Town Hall, Crayford, Kent, DA1 4EN. (enclosing foolscap s.a.e.)

BEXLEY
LONDON BOROUGH

Lancashire
County Council

Forms/further details for and returnable to the Head Teacher at the School (S.A.E., please)

Closing date: 21st July, 1980:

SECONDARY SCHOOLS

PRESTON WILLIAM TEMPLE C.E. HIGH
St. Vincent's Road, Fulwood, Preston. (Roll 836)

1st September, 1980, or as soon as possible.

SCALE 2—TEACHER IN CHARGE OF DOMESTIC SCIENCE

PENWORTHAM GIRLS HIGH
Cop Lane, Penwortham, Preston. (711-160 in 6th Form)
September, 1980

SCALE 1—TEACHER IN CHARGE OF REMEDIAL EDUCATION.

LEEDS CITY COUNCIL
DEPARTMENT OF EDUCATION

Unless otherwise stated:

Closing date for receipt of applications is 25th July, 1980.

In respect of Headships and Deputy Headships in all schools, and other posts in primary, middle and special schools, forms are available from and should be returned to the Director of Education, Department of Education, Great George Street, Leeds, LS1 3AE.
For other posts in secondary and high schools applications by letter should be made to the headteacher of the school concerned, giving full details and the names of two referees.

The post reference number should be quoted on all correspondence.

Applications requiring acknowledgment and requests for forms and/or details must be accompanied by a stamped, addressed envelope.

PRIMARY SCHOOLS

SCALE 2 POST

S.836 COTTINGLEY PRIMARY SCHOOL (No. on Roll: 242 (including Nursery Class) : 3-9 years)
Dulverton Grove, Leeds, LS11 0HU
Telephone: 716666
Head Teacher: Mrs. L. Wilson
Required for January, 1981: teacher to take charge of Nursery Class. Previous applicants will be considered.

SCALE 1 POST

N.E.627 ALWOODLEY PRIMARY SCHOOL (No. on Roll: 456: 5-9 years)
Cranmer Rise, Leeds, LS17 5HX
Telephone: 686104
Head Teacher: Miss S. R. Gledhill
Required for September, 1980: teacher initially for second year infant class. Please state special interests.

HIGH/SECONDARY SCHOOLS

SCALE 1 POST

N.W.838 GUISELEY SCHOOL (No. on Roll: 970: 11-18 years, mixed)
Fieldhead Road, Guiseley, Leeds, LS20 8DT
Telephone: Guiseley 72115
Head Teacher: Mr. D. R. Feinson, M.A.
Required for September: teacher for General Subjects, preferably including Mathematics and/or P.E., to teach initially throughout the Main School.

TEMPORARY POST (SCALE 1)

N.E.839 BOSTON SPA COMPREHENSIVE SCHOOL (No. on Roll: 1,925: 11-18 plus mixed)
Clifford Moor Road, Boston Spa, Wetherby, Leeds, LS23 6RW
Telephone: Guiseley 72315
Head Teacher: Mr. J. R. Hanson, M.A.
Required from 6th October, 1980 (due to maternity): teacher of Home Economics to share in work throughout the school, including 16 plus Housecraft.

LONDON BOROUGH OF BRENT
EDUCATION COMMITTEE

SUPPLY TEACHERS

Qualified teachers required to take posts on the Authority's Panel of Supply Teachers. Posts are available for Primary and Secondary Teachers.

Teachers should preferably have completed probation and have experience in multi-cultural schools. Salary payable on Scale 1 at a daily rate of 1/190ths of annual salary including London Allowance (and Social Priority or Special Schools Allowance where applicable).

Application forms (foolscap sae) available from and returnable to Director of Education (STAFF/RT/T), PO Box 1, Chesterfield House, 9 Park Lane, Wembley HA9 7RW, or telephone 903 1400 (Ext 661).

Cheshire

Application forms (send s.a.e.) unless otherwise stated, are obtainable from the Head of the School concerned, to whom they should be returned as soon as possible. Assistance with removal expenses is given in approved cases.

Director of Education.

HEADS OF DEPARTMENT

HEAD OF CRAFT/DESIGN/TECHNOLOGY: Scale 3
The Boteler, Grammar School Road, Latchford, Warrington.
Required September 1980 or January 1981, well qualified and experienced teacher. CDT is required for this key post. Main subjects should be Metalwork/GED.
Return application forms as soon as possible.

SCALE 1 POSTS

1. MATHEMATICS AND ENGLISH
2. PHYSICAL SCIENCE, PHYSICS

The Catholic High, Old Wrexham Road, Handbridge, Chester.
Group 11, 11-18 mixed comprehensive.
Required September, 1980:—
1. To teach the subjects to Remedial classes.
2. Two teachers required for one term only, with some Chemistry.
Please return forms as soon as possible by return of post direct to the school.

SPECIAL EDUCATION. Scale 1 (S)
Macclesfield Parkside Hospital, Young Peoples' Unit, Victoria Road, Macclesfield.
Telephone: Macclesfield 21000
Required September 1980, teacher for small class of disturbed adolescents of mixed ability. General subjects with interest in Maths, English or Science an advantage.
Application forms to be returned by 25th July, 1980, to the District Education Officer, Macclesfield District Education Office, County Offices, Chapel Lane, Wilmslow.

CHEMISTRY/BIOLOGY
Appleton Hall County High, Hall Drive, Appleton, Warrington.
Telephone: Warrington 63814
Required for September 1980 in this developing 11-18 comprehensive, a suitably qualified graduate to teach Chemistry throughout the school (including some Sixth Form work) and some Junior School Biology.

PHYSICS
Stockton Heath County High, Broomfields Road, Appleton, Nr. Warrington, WA4 3AE.
Telephone: Warrington 63919
Group 11; Number on Roll 1,040
Required September 1980 for developing 11-18 comprehensive. The person appointed will be required to teach the subject throughout the school. 'A' level work will be available for a suitably qualified candidate.
Application forms to be returned as soon as possible.

SCIENCE
Stanney Comprehensive, Stanney Lane, Ellesmere Port, South Wirral.
Telephone: 051-355 5245
An established school of 1,500 pupils (11-18 years) including 85 in Sixth Form.
Required September 1980. Physicist preferred, but not essential. Every effort will be made to accommodate the successful applicant's subject specialism.
Write or telephone for details.

1. ART. 2. GEOGRAPHY
Great Sankey County High, Barrow Hall Lane, Great Sankey, Warrington WA5 3AA.
Required September 1980 for a developing 11-18 comprehensive new school of 1,100 pupils offering excellent facilities. First Sixth Form in September 1980. Group 10. Co-educational. Extensive sports complex includes sports hall, swimming baths, all-weather pitch, squash courts.
1. A well qualified graduate to join a team of teachers in a growing Art Department. Good facilities exist to develop 3D work, especially ceramic sculpture up to 'O' level at present. Alternatively, a specialist to extend the range of art work in fabrics and design including soft sculpture.
2. An enthusiastic graduate capable of teaching Geography to Advanced level. The person appointed will join a thriving department and be expected to participate in the continued development of an Integrated Humanities course which includes Religious Education and History and is taught in Years 1 and 2.

ART
Leftwich High, Granville Road, Northwich. (Formerly Northwich County Grammar School for Girls).
Comprehensive, 11-16.
Required September to work in a large, well equipped department. Craft facilities include pottery and fabric work.
Application forms to be returned as soon as possible.

GIRLS' P.E.
Shavington, Rope Lane, Shavington, Crewe. Developing comprehensive, re-organized September 1977, with first class buildings and facilities serving a pleasant rural/residential area. 1,011 pupils on roll.
Required September 1980, a well qualified teacher. The school possesses excellent facilities including a Joint-use Sports Centre. Application by letter with curriculum vitae, to Headmaster as soon as possible.

J. R. J. TOMLINSON, M.A.
Director of Education.

SCOTTISH APPOINTMENTS

ORKNEY ISLANDS COUNCIL
EDUCATION DEPARTMENT

HEADSHIPS

Applications are invited from experienced primary teachers for the headships of the following schools:

NORTH RONALDSAY SCHOOL

EDAY SCHOOL

Both of these are single-teacher island schools. North Ronaldsay has a roll of seven pupils and Eday a roll of sixteen.

The responsibility payment in each case is £864 and the island allowance is £630.

Both schools have modernized buildings and an attached Schoolhouse which will be made available to the successful applicant in each case. Assistance will be given with removal expenses.

Applicants must hold current registration with the General Teaching Council for Scotland.

Applicants may apply for one or both of these vacancies using the same application form, which should be returned not later than July 25, 1980 and which is available from the Director of Education, Council Offices, Kirkwall, Orkney.

FIFE REGIONAL COUNCIL

EDUCATION DEPARTMENT

MELVILLE HOUSE

Melville House represents a new venture in child care, being administered jointly by both the Department of Education and the Department of Social Work, benefiting by having access to the resources of both departments. A multi-disciplinary team has been brought together and is working in what has proved to be an exciting and open approach to residential work in which the needs of adolescents as individuals are assessed and efforts made to meet them.
There are 40 boys in residence and the care offered includes not only work with the boys in the unit but also involvement with their families and an after care follow up scheme.

VACANCIES
RESIDENTIAL SOCIAL WORKERS

(Senior and Residential Care levels)

Residential Care Staff are responsible for all aspects in the care of the adolescents in the day to day living situation. This includes: assessment/review, planning both in the short and long term, liaison with families and Area Social Workers.
Vacancies also exist in the team, engaged in After Care Support and Family Follow up. Such posts demand special skills since they include work within and outwith the Residential Setting.
Salary based on a 40 hour week—qualified: £5,268 to £7,077; unqualified £4,476 to £5,784, with placing according to qualification and experience.
Hours worked in excess of the basic week are paid at either £3.08 or £3.70 per hour to a maximum of 350 hours per annum. The posts are superannuable.
Holidays—6 or 8 weeks depending on qualification.
Mr David Burns is the Principal and welcomes informal discussions at Leitham (Fife) 343.

Application Form (returnable by July 25, 1980) from Regional Personnel Officer, Fife House, North Street, Glenrothes, Fife. Tel: Glenrothes 754411 Ext 245/6. Ref. No.: RP/47/82/TES.

MICROELECTRONICS IN EDUCATION RESEARCH AND DEVELOPMENT PROGRAMME

DIRECTOR AND DEPUTE DIRECTOR

Programme Director, salary negotiable
Depute Programme Director, £10,142 to £12,564
(under review)

Applications are invited for the above posts. A four-year programme funded by the Scottish Education Department is being established to carry out research and development work in the field of microelectronics in education. This programme will be an extension of the scheme initiated last year which provided microcomputers and electronic equipment on loan to schools and colleges in Scotland.

This new programme will coordinate a number of microelectronic projects, provide considerable software and a wide range of programming expertise. It will also form a base for wide-ranging activities in in-service training.

Candidates for these full-time posts will have contracts for four years in the first instance. The post of Programme Director requires sound knowledge of education and microelectronics. The suitable candidate should have experience of leading a large cooperative exercise. Additional advantages would be industrial experience and some background in curriculum development.

Candidates for the post of Depute Programme Director would also require to have wide experience in computing supported by developmental experience in some area of education.

Further information including detailed job description, can be obtained from:
The Director, Scottish Council for Educational Technology
74 Victoria Crescent Road, Glasgow G12 9JN
to whom applications, supported by the names of two referees, should be submitted not later than August 8, 1980.

Modern Languages

Headships

PERTHSHIRE
CROFTINLOAN SCHOOL
PITLOCHRY
HEAD OF FRENCH
Required in September by IAPS school. Qualified with experience to teach French up to C.E. and P.S.S. levels. Ability to teach another subject and to coach First
Applications with curriculum vitae and names of referees to Headmaster or telephone Pitlochry XV Rugby an asset. Resident post. 2067 or 2837.

Public Notices

SCOTLAND

SCOTLAND'S
NEW PROFESSIONAL THEATRE
CUMBERNAULD THEATRE
requires members for a
COMMUNITY DRAMA TEAM
commencing September 1

WORKSHOP EDUCATION
COORDINATOR
FOUR ACTOR/TEACHERS
A.S.M.
DESIGNER
12-month contracts (Equity)

The team will work alongside existing staff within the theatre as well as in local schools, community centres. Workshops and educational projects will be an integral part of the work—in addition to performances. Members should be flexible in approach and have experience in teaching and/or theatre.
The team is funded by the Manpower Services Commission under the S.T.E.P. Programme.

Applicants must have been registered unemployed for six months prior to September 1 if under 25 years old or one year if 25 or over.
Contact your local Job Centre or P.E.R. office, quoting Scheme R 03/0878/80 and write, giving details of any experience, qualifications, etc., to John Harold, Director, Cumbernauld Theatre, Kildrum, Cumbernauld, G67, Scotland. Auditions/Interviews in early August.

Outdoor Education

FIFE
Regional Council
EDUCATION COMMITTEE
Argyll, Lochgoilhead
ARDROY OUTDOOR CENTRE
INSTRUCTOR OF OUTDOOR EDUCATION

Applications are invited for the above post to commence September 15, 1980. The Authority wishes to appoint a teacher who has experience of outdoor pursuits, i.e. canoeing, climbing all seasons mountain walking, expedition camping and sailing. An interest in field study would be an added recommendation. Accommodation will be provided.
Salary: At the appropriate placing on the scale £4,323-£6,705 plus £714 responsibility element.
Further information is available from the Warden, Ardroy Outdoor Centre, Lochgoilhead, Argyll.
Application forms may be obtained from the Director of Education, Regional Offices, Wemyssfield, Kirkcaldy, to whom completed forms should be returned not later than Friday July 25, 1980. Ref. No. 1884/TCS
James M. Dunlop,
Chief Executive Officer.

DUMFRIES AND GALLOWAY REGIONAL COUNCIL
EDUCATION DEPARTMENT

TEACHERS

Applications are invited from suitably qualified registered teachers for the undernoted posts:

SECONDARY PROMOTED POSTS

Principal Teacher of Mathematics

Sanquhar Academy.
Sanquhar Academy is a five-year school with a roll of approximately 530.
Responsibility Element of Salary £1,059 (Under Review).

Assistant Principal Teacher of Guidance

Stranraer Academy.**
Stranraer Academy is a six-year comprehensive school. Roll 1,600.
Responsibility Element of Salary £1,005 (Under Review).

Assistant Principal Teacher

Pupils with Learning Difficulties.
Wallace Hall Academy, Thornhill, Dumfries (Re-Advertisement).
Wallace Hall Academy is an all-through six-year school with a roll of 500.
Responsibility Element of Salary £531 (Under Review).

OTHER POSTS

Teacher of English
Lockerbie Academy—Roll 1,000.
Teacher of French/Latin or French/Religious Education
Wallace Hall Academy—Roll 500.
Teacher of Geography
Dumfries High School—Roll 1,180.
Teacher of Mathematics
Maxwelltown High School, Dumfries—Roll 950.
Teacher of Music
Sanquhar Academy, with Feeder Primaries—Roll 500.
Teachers of Physics or Chemistry/General Science
Annan Academy—Roll 1,300.
** Stranraer Academy—Roll 1,600.
Teacher of Physics
Kirkcudbright Academy—Roll 1,600.

In certain cases the Authority will give assistance towards removal expenses of successful applicants.

Outdoor Education—Outdoor Pursuits Instructor.
There will be a vacancy in the Outdoor Education Department for an Outdoor Pursuits Instructor suitably qualified to teach sailing and orienteering. Experience in other outdoor pursuits would be an advantage. The post will become available on 21st August, 1980.

Application forms, together with further information, may be obtained from the Director of Education, 30 Edinburgh Road, Dumfries, with the exception of those marked ** which are available from the Area Education Office, 10 Market Street, Stranraer.

Completed application forms should be returned to the appropriate office by 11th August, 1980.

STRATHCLYDE
REGIONAL COUNCIL

GLASGOW Sub-Region
EDUCATION DEPARTMENT
Urban Aid Appointments—GEAR Project.

The undernoted posts are funded under the Urban Aid Programme and are temporary for the duration of the Project.

TEAM LEADER
(Two Posts)

Applicants must have the Diploma/Certificate in Youth and Community Studies. Ref. G2967.

ACTIVITY LEADER

Applicants must have qualifications/experience relating to Community Theatre/Drama. Ref. G2968.

ACTIVITY LEADER
(Three Posts)

Applicants must have qualification relating to Physical Education. Ref. G2969.

ACTIVITY LEADER
(Two Posts)

Applicants must have qualification relating to Arts/Crafts. Ref. G2970.
Salary Scales:—Team Leaders, £5,427-£7,077. Activity Leaders, £4,356-£5,268.
Duties of all posts will be to cater for the recreational needs of the unemployed.
Application forms may be obtained from The Assistant Director of Manpower Services, Glasgow Sub-Region, Strathclyde House, 20 India Street, Glasgow, G2 4PF, to whom completed forms, quoting appropriate Ref. No. should be returned by 25th July, 1980.
R. M. O. McCulloch, Director of Manpower Services.

Tayside Regional Council

FURTHER EDUCATION

KINGSWAY TECHNICAL COLLEGE

Old Glamis Road, Dundee

Applications are invited from suitably qualified and experienced persons for the following post:

LECTURER B IN CATERING

SALARY SCALE £4,407 to £6,471

Applicants should be experienced Chefs and hold the Advanced Certificate 152/706-3 C.G.L.I. The work of the post involves lecturing full-time and part-time students attending a range of courses within the Food Trades Department. Extensive experience of Larder work would be advantageous.

Application forms and further details may be obtained from the Principal at the above address to whom forms should be returned by Friday, July 25, 1980.

Classified Advertisements

To advertise in *The THES*
phone Lorraine Williams
on 01-837 1234, Extn 575.

The Times Higher Education Supplement

New Printing House Square,
P.O. Box 7,
Gray's Inn Road,
London WC1X 8EZ.

Sixth Form and Tertiary Colleges

Other Posts on Scale 2 and above

CAMBRIDGESHIRE
CAMBRIDGE AREA
LONG ROAD SIXTH FORM COLLEGE

Required for January 1981 a TEACHER of PHYSICS (Scale 3) to be second in the Department. The work involves teaching for a wide variety of courses including University entrance. An interest in Electronics would be advantageous and the ability to contribute to College activities is important.

Application forms and further details are available from The Principal, Long Road Sixth Form College, Cambridge, CB2 2PX (s.a.e.)

Scale 1 Posts

LEICESTERSHIRE
RUTLAND SIXTH FORM COLLEGE
Barleythorpe Road, Oakham, Rutland
(Roll 470)
BOARDING HOUSE TUTOR
Scale 1

Required August, Tutor for Girls' Boarding House. Free meals during term and accommodation throughout the year.

Further details from the Head.

Apply immediately on forms with full particulars and the names and addresses of two referees (S.A.E.).

OXFORDSHIRE
(County Council)
KING JAMES'S COLLEGE OF HENLEY
Paradise Road, Henley on Thames RG9 1UZ
(Co-educational, Group 11)

GRADUATE SCIENTIST for September, 1980, to teach PHYSICS to "A" "S" level.

Ability to teach CHEMISTRY to "O" or "A" level may not be necessary but could be advantageous.

Write immediately with full curriculum vitae, two professional referees, details to the Principal.

Special Education

Headships

CUMBRIA
COUNTY COUNCIL
MAYFIELD SCHOOL
Moresby Road, Whitehaven
(Group 11—7S ESN(S)) 2 to 19 years mixed day.

Required for January 1981 a HEAD TEACHER to take charge of this SPECIAL SCHOOL for mentally handicapped children.

Applicants should have had substantial experience of teaching mentally handicapped pupils in various age groups, should have held senior posts in special education and should preferably have obtained an advanced qualification in this field of work.

Salary £8,195 to £9,307 per annum.

Further particulars and application forms available from the director of education, 5 Portland Square, Carlisle. Closing date August 8th 1980.

NEWCASTLE upon Tyne
(City of)
EDUCATION COMMITTEE
PENDOWER HALL SPECIAL SCHOOL
(Group 7S)
Appointment of HEAD TEACHER

Required from January, 1981, a suitably qualified and experienced TEACHER for appointment to the post of HEAD TEACHER of this County Special School which caters for approximately 150 physically handicapped boys and girls aged three to 16 years. There is a residential unit for 10 children.

The school is in Group 7S for salary purposes i.e. within the range £7,572 to £10,182 per annum (under review).

Application forms and further particulars obtainable from and returnable to Jack Chambers, Director of Education, Civic Centre, Newcastle upon Tyne NE1 8PU, by July 25, 1980.

ROYAL NATIONAL INSTITUTE FOR THE BLIND
REHABILITATION CENTRE FOR VISUALLY HANDICAPPED YOUNG PEOPLE
APPOINTMENT OF PRINCIPAL

See under FURTHER EDUCATION, PRINCIPALS

Deputy Headships Senior Masters/Mistresses

SEFTON
(Metropolitan Borough of)
EDUCATION COMMITTEE
SANDFIELD SPECIAL SCHOOL (P.H.)
Westminster Drive, Ainsdale, Southport, Merseyside PR8 2[illegible]
Re-advertisement

DEPUTY HEAD TEACHER (Group 4(S)) required as soon as possible to take responsibility for Senior Pupils in this day/boarding school for Physically Handicapped children.

Applicants should be suitably qualified and experienced in this field of special education.

Application forms and further details obtainable on receipt of S.A.E. from the Headmaster at the school.

Other Posts on Scale 2 and above

AVON COUNTY
BRISLINGTON SCHOOL
Hungerford Road, Bristol BS4 5EY
Telephone Bristol (0272) 775[illegible]
Mixed Comprehensive, outskirts of Bristol

Required for September 1980 a suitably qualified and experienced TEACHER to join two staff working in the school support unit. A scale 2 post is available for the right person who will need to be confident and adaptable, able to work firmly but sympathetically with small groups of pupils who find themselves unable to cope (sometimes temporarily) with the normal demands of a large comprehensive school.

Application by letter enclosing full curriculum vitae and naming two referees should be sent to the Headmaster from whom further details can be obtained (S.A.E.).

BERKSHIRE
SLOUGH CHILD GUIDANCE CLINIC
Health Centre, Burlington Road, Slough SL1 2JN
Required in September, 1980
TEACHER of MALADJUSTED CHILDREN (Scale 2)

Qualified and experienced teacher required to work as a member of the Slough Child Guidance Clinic team, undertaking therapeutic and remedial work with emotionally disturbed children of all ages, both individually and in groups. Applicants should preferably have experience or additional qualifications in the education of maladjusted children. Salary Scale 2 (Burnham) with London Fringe Allowance.

Application form and further details from the clinic (S.A.E.).

IFFLEY MEAD SPECIAL SCHOOL, OXFORD — GROUP 7(S)

HEADSHIP

Applications are invited from well-qualified and experienced teachers who at present hold a senior position in the field of special education for the post of Head Teacher from January 1981 in this special school catering for children who ostensibly have learning problems (ESN-M). It is hoped that this school can be developed along the Warnock lines as a central resource for teachers dealing with children who have learning difficulties.

GILLOTT'S SCHOOL, HENLEY-ON-THAMES

Applications are invited from suitably qualified and experienced teachers for the Head of Department (Scale 3 plus S.S.A.) at this new Special Needs Resource Centre which is being set up at this comprehensive school. It is intended that this department within the school will enable children with special needs to be integrated into the main educational system and provide support and individual teaching for children with specific learning problems, as well as those who may have physical handicaps.

ST. JAMES' UNIT, COWLEY, OXFORD

Applications are invited from suitably qualified and experienced teachers for the post of Teacher-in-Charge (Scale 3) of this unit which caters for secondary age children for whom it is felt mainstream education is inappropriate. Many of these children present problems of behaviour and management and the work of the unit is geared to enable these young people to participate in work experience programmes as well as receiving help in their basic educational needs. Application forms and further details may be obtained from The Chief Education Officer, Special Education, Macclesfield House, New Road, Oxford, OX1 1NA, on receipt of a S.A.E.

Oxfordshire
COUNTY COUNCIL

CAMBRIDGESHIRE
HUNTINGDON AREA
SCHOOL PSYCHOLOGICAL SERVICE

Required for September, if possible, or January, TEACHER for SCHOOL PSYCHOLOGICAL SERVICE, Scale 2/3, to work closely with educational psychologists on teaching/assessment and home/school support of children with special needs. Post might allow some specialisation.

Applications invited from teachers interested or qualified in Educational Psychology.

Application forms and further details from Senior Area Education Officer, Gazeley House, Huntingdon returnable by Tuesday July 22.

EALING
LONDON BOROUGH
EDUCATION SERVICE
BARANTYNE MIDDLE SCHOOL
Arnold Road, Northolt, Middx.
UB5 5EJ
01-845 4181

Required for September 1980, a qualified TEACHER of the DEAF for a 2-class Partially Hearing Unit. Candidates unable to take up this appointment until January 1981 will also be considered.

Scale 2 salary payable and Special Schools allowance.

Application forms from the Headmistress (S.A.E.) to be returned to the School as soon as possible.

ESSEX

TEACHER for GENERAL SUBJECTS required for maladjusted boys at the Oxley Parker School.

Burnham Scale 1 with Special Schools Allowances, plus extraneous duty pay for compulsory 15 hours duty per week.

Applications to Secretary, Royal Eastern Counties Schools, 474 Mill Road, Colchester, Essex.

HARINGEY
(London Borough of)
Required for September 1980:
GREEN LANES I.T. CENTRE
628 630 Green Lanes N.8

A TEACHER is required for a temporary engagement to cover a maternity leave, the appointment being from 1st September 1980 probably until late January 1981. The applicant will be required to teach a basic education programme to up to twenty 14-16 year olds (many of whom have missed substantial schooling).

The teacher will join a team of four I.T. Officers and one other teacher (part-time), all of whom share the responsibility of counselling and supporting the young people attending the project.

For further information please telephone Stella Dadzie on 01-888 8355 afternoons only, before July 25th. All short listed candidates will be required to attend for informal interviews in the week beginning July 28.

MERTON
(London Borough of)
EDUCATION COMMITTEE
Required as soon as possible—
WILLIAM WILBERFORCE SCHOOL (ESN (M))
Camm Road, S.W.19
01-947 6660

ASSISTANT TEACHER with particular interest in BOYS' GAMES—Scale II (S) post available for suitably qualified applicant.

Also Permanent SUPPLY TEACHER for work in five special schools in the Borough. Scale I plus Special School Allowance.

Further details and application forms from the Director of Education, Station House, London Road, Morden SM4 5DR, to be returned as soon as possible.

NEWHAM
(London Borough of)
ELIZABETH FRY SPECIAL SCHOOL
Suffolk Road, E.13
Mr C. Early Head Teacher
Number on roll: 96
TEACHER with responsibility for MATHEMATICS and SCIENCE.
Scale 2(S)

Required January, 1981, or as soon as possible.

Teacher to be responsible for mathematics and science in the senior department of this all-age school for physically handicapped and delicate pupils. The position includes pastoral responsibility for the first year senior class. Scale 2(S) available for suitably experienced applicant. Further information from Head Teacher. Telephone 01-476 0321.

London Allowance: £609.

Application forms available from the undersigned to whom completed forms should be returned by July 25th, 1980.

Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

REDBRIDGE
(London Borough of)
SUPPORT UNITS

Applications are invited for the vacant post of ASSISTANT TEACHER (Scale 2) to join the existing Support Unit Team, with effect from September 1, 1980.

The Borough has two units, one catering for 11 to 14 year olds, the other catering for 14 to 16 year olds. There is scope for the person appointed to work in either or both units, depending on qualifications and subject areas offered.

Application forms and further details are available from Miss I. M. Helmuth, Liaison Teacher, Scrafton House Support Unit, 62 Scrafton Road, Ilford, Essex, and returnable to her by July 31, 1980.

SURREY
THE LINK SECONDARY DAY SCHOOL
for children with behaviour disorders and learning difficulties
82-84 Croydon Road, Beddington, Surrey Tel. 01-688 7691

TEACHERS required, small group maladjusted children aged 13 to 16. Primary, middle or special school experience essential. The Burnham Scale 1, and Scale 2. Special School Allowance.

Write giving details of experience and qualifications to The Link Secondary School 82-84 Croydon Road, Beddington, Surrey.

WILTSHIRE
STONEHENGE SCHOOL
Amesbury (Special Unit)
Full-time Scale 2.

TEACHER, from January 1981, to be responsible for the organisation of this well established UNIT, staffed by two full-time and one part-time teachers, and with one welfare assistant.

The unit is housed in a suite of rooms in a central position within the school.

The person appointed would be expected to work closely with other School staff in integrating the Unit and the School. Special Allowance payable.

Further details and forms of application may be obtained from the Clerk to the Governors, Stonehenge School, Antrobus Road, Amesbury, Wiltshire on receipt of a large stamped addressed envelope.

WORCESTER
LAUGHERN HOUSE SCHOOL
Martley

ASSISTANT TEACHER, GENERAL SUBJECTS, to teach small mixed group of disturbed children (ages 9-15). Burnham Scales plus Special Schools Allowances. Possibility of Scale 2 for suitably experienced and qualified applicant. Residence may be possible for single person.

Apply in writing with two named referees to: Head of Education, Laughern House School, Martley, Worcester.

Scale 1 Posts

BARKING AND DAGENHAM
(London Borough of)
BENTRY SPECIAL SCHOOL
Heathway, Dagenham
E.S.N. (M) & (S)
Roll 130

Required October, 1980.

TEMPORARY POST to cover for a maternity leave of absence—possibly up to six months. To teach in the well-equipped admissions unit for 10 pupils in this day special school for slow learners. Experienced nursery nurse to assist. Scale 1 plus Special Schools Allowance and London Allowance of £609 per annum.

Informal visits welcome (01-593 5607).

Application form available (S.A.E.) from the Chief Education Officer, Town Hall, Barking, Essex, returnable by July 31, 1980.

BEDFORDSHIRE
EDUCATION SERVICE
GREYS HOUSE RESIDENTIAL SCHOOL,
Manor Drive, Kempston, Bedfordshire

Required for September, 1980, a class TEACHER for the middle range of children (10 to 13 years) at this residential school for maladjusted children. All BASIC SUBJECTS: remedial English, Mathematics, Reading: ancillaries such as Science or Music throughout the school would be required to be taught.

The teacher appointed will be required to undertake extraneous duties. Scale 1(S).

LADY ZIA WERNHER SCHOOL
Ashcroft Road, Luton

Qualified TEACHER required to work within a class of seven to nine-year-olds at this school for physically handicapped children. Preference will be given to a teacher holding a special qualification for teaching HANDICAPPED CHILDREN and able to accept responsibility for the development of the Mathematics and Science curriculum.

Application forms and further details available from the Head Teacher at the school.

BRENT
(London Borough of)
COLES GREEN SCHOOL ESN (S)
Dollis Hill Lane, NW2
(2 to 19 years)

Required from September or as soon as possible thereafter TEACHER for Mentally Handicapped Children, some with additional physical handicaps, in Nursery Observation and Assessment Department of this Group 7S school. Knowledge and experience of assessment techniques an advantage. Scale 2S for suitably experienced candidate, otherwise Scale 1 plus Special Schools Allowance. Visits welcome.

London Allowance of £609 per annum is payable and there is a scheme for assistance with removal expenses including legal fees, etc. travelling and lodging allowances.

Candidates should apply by letter to the Head of the School within seven days giving age, present post, qualifications, experience and referees, enclosing S.A.E. for reply.

BRENT
(London Borough of)
KINGSBURY DAY SPECIAL SCHOOL E.S.N. (S)
Grove Park, NW9 0JY
(Roll: 120, 2-18)

Required from September or January: Suitably qualified and experienced TEACHERS for the following posts (Scale 1 plus Special Schools Allowance).

HOME ECONOMICS DEPARTMENT—to teach age range approximately 10-16 plus.

SPECIAL CARE UNIT—physically and mentally handicapped children age range 3-13 years.

This purpose built school is set in a pleasant residential area in Brent and has excellent facilities, also specialist teachers in Physical Education, Music, Art, etc.

London Allowance of £609 per annum is payable and there is a scheme for assistance with removal expenses including legal fees etc., travelling and lodging allowances.

Candidates should apply by letter to the Head of the School within 7 days giving age, present post, qualifications, experience and references, enclosing S.A.E. for reply.

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
[illegible] SCHOOL
(81 on roll)
[illegible] Green, Halifax

Required from August 26, 1980, for this school for physically handicapped and delicate children, a TEMPORARY TEACHER (Scale 1 plus S.S.A.).

The teaching will mainly be with junior aged children and experience of teaching physically handicapped children or children with learning difficulties is necessary.

The appointment will be for the Autumn term only.

Please apply by letter immediately to the Head Teacher, giving full details and names and addresses of two referees.

CAMBRIDGESHIRE
CAMBRIDGE AREA
WORK EXPERIENCE UNIT
WATERBEACH

Applications are invited for the post of TEACHER Scale 1, to commence in September or as soon as possible. The Unit is designed to provide WORK EXPERIENCE for school leavers who find difficulty in making the transition from school to work.

Application forms and details from Senior Area Education Officer, Shire Hall, Cambridge CB3 0AP (S.A.E. please) returnable as soon as possible.

HEREFORD & WORCESTER COUNTY COUNCIL

Vale of Evesham School, Four Pools, Evesham, Worcs. Group 7(S) Day/Boarding School for 120 pupils...

Required for January 1, 1981.

1. HEAD TEACHER

(Head Teacher's Boarding Allowance currently £1,444 p.a.)

2. MATRON

(Residential Child Care Officer Grade 4, Spinal Points 24-27 currently £5,266 to £5,784 less £327 emoluments). A joint husband and wife appointment would be welcome but not essential. Closing date July 30, 1980.

Application forms and further details obtainable from the County Education Officer, (W/GJI), County Education Office, Castle Street, Worcester WR1 3AG, on receipt of a foolscap S.A.E.

Spring Hill School, Ripon, Yorkshire

DEPUTY PRINCIPAL—BURNHAM 4S

To assist the Principal in the development of an integrated approach towards the care and education of damaged and disturbed boys and girls aged 7-16 years with learning difficulties.

Applicants should preferably hold the Certificate in the Education of Handicapped Children and be qualified and/or experienced in residential social work.

Applicants should be in sympathy with the Christian principles on which Barnardo's work is based. Conditions of service broadly in line with Local Authorities.

Applications to: D. Spicer, Divisional Director (Child Care), Four Gables, Clarence Road, Horsforth, Leeds LS18 4LB, Yorkshire. Tel: Leeds (0532) 582115.

Enquiries to: Mr. D. K. Searle, Principal, Spring Hill School, Palace Road, Ripon, North Yorkshire. Tel: Ripon (0765) 3320.

Barnardo's

METROPOLITAN BOROUGH OF STOCKPORT

BEACON SCHOOL
Whitelea Drive,
Adswood, Stockport.

ASSISTANT TEACHER

(Ref. 1513/TES) Scale 3 (s)

Beacon school provides for 80 boys and girls aged 5-16 years with severe learning difficulties and includes a special care department.

Teachers required to teach throughout the school, to have a class responsibility and to lead in speech and language development.

Application forms obtainable from and returnable to the Head Teacher, quoting reference by 18th July, 1980. If you require an acknowledgement please include S.A.E.

County of Cleveland

SPECIAL SCHOOL

SCALE 3(s) POST

(Re-advertisement)
BEVERLEY SCHOOL FOR THE DEAF AND PARTIALLY HEARING
Beverley Road, Saltersgill, Middlesbrough, Cleveland TS4 3LQ

Applications are invited from suitably qualified Teachers of Hearing Impaired Children: to co-ordinate work with Infant/Junior educationally deaf and partially hearing pupils and to lead a team of teachers. The successful candidate will be required to play a significant role in the organization and day-to-day running of the school and to make a significant contribution to curricula development.

Financial assistance with household removal expenses is available in approved cases.

Application may be made by letter or on application forms obtainable from the Head Teacher at the address shown above. Applications by letter should include detailed information regarding education, training, qualifications and experience, together with the names and addresses of two referees.

Letters of application and completed application forms should be submitted direct to the Head Teacher not later than 25th July, 1980.

SPECIAL EDUCATION

Scale 1 Posts continued

CHESHIRE
EDUCATION COMMITTEE
Halton District
[illegible] BROOK SCHOOL (SSN)
Victoria Avenue, Widnes

Applications are invited for the following post:—

ASSISTANT TEACHER Scale 1 + SSA required to work chiefly with the younger age group in a team teaching situation.

Application forms obtainable from the District Education Officer, Education Office, Grosvenor House, Shopping City, Runcorn, to whom they should be returned as soon as possible.

DORSET
THE BICKNELL SCHOOL
[illegible] Road, Bournemouth

Required January 1981, or earlier if possible, TEACHER with experience of working with maladjusted boys of good intelligence. Able to teach MATHEMATICS to "O" level and assist with Community studies essential. Help with games and outside activities, including work at the Marine Centre an advantage. Assistance with removal and legal expenses. Scale 1 plus S.S.A. and allowance of £1,188 p.a. is payable for approximately 10 hours per week (evening and weekend) extraneous duties.

Application forms and further details from the Headmaster on receipt of a stamped addressed envelope.

WENTWORTH HOUSE, SLOUGH

TEACHING POST (Scale 1)

Non-Resident

£3,519-£5,463 p.a.* plus £1,350 extraneous duty allowance.

***Plus £441 Special Schools allowance.**
***Plus £177 Fringe Allowance.**

Wentworth House is used by the London Region as a community home for twelve adolescent boys (age between 12-14 on admission). All of whom will receive education on the premises. Teachers employed in the unit will be afforded the opportunity to collaborate with a team of residential social workers in creating a setting where education forms an integral part of group living. Applicants will be expected to undertake work of a remedial nature and they must possess the ability to engage in recreational activities.

The Royal Borough of KENSINGTON AND CHELSEA

Application forms quoting Ref. TES 726 from the Personnel Service, The Town Hall, Hornton Street, London W8 7NX. Tel. 01-937 5562 (24 hour answering service). Closing date for applications 28th July, 1980.

Applications are welcome from suitably qualified registered disabled persons.

SPECIAL SCHOOLS

Hamstead Hall School
Craythorne Avenue
Handsworth Wood B20 1HL

Scale 1 (+SSA) Teacher

for the above Unit required September. Experience or interest in the problems of slow learning children an advantage.

There is a scheme for assistance with removal expenses.

BIRMINGHAM CITY COUNCIL

HEREFORD AND WORCESTER COUNTY COUNCIL

Vale of Evesham School, Four Pools, Evesham, Worcestershire Group 7(S) Day/Boarding School for 120 pupils

Required for January 1, 1981 —

HEAD TEACHER

(Head Teacher's Boarding Allowance currently £1,444 per annum)

MATRON

(Residential Child Care Officer, Grade 4, Spinal Points 24 to 27, currently £5,266 to £5,784, less £327 emoluments).

A joint husband and wife appointment would be welcome but not essential.

Closing date: July 30, 1980.

Application forms and further details obtainable from the County Education Officer (W/GJI), County Education Office, Castle Street, Worcester WR1 3AG, on receipt of a foolscap s.a.e.

DUDLEY
(Metropolitan Borough)
SUTTON E.S.N. (M) SCHOOL
Scotts Green Close, Dudley

Required for September, 1980, or January, 1981, TEACHER (Scale 1(S)). Experience of children with learning difficulties essential. Additional qualification desirable: Music an advantage. Must have a keen interest in learning techniques and the wider problems of Special Education.

Further details from the Headmaster—telephone Dudley 54766.

Application forms (S.A.E.) from and returnable to: J. Huck, Director of Education, Education Department, 2 St. James's Road, Dudley, West Midlands DY1 1JQ.

HAMMERSMITH
STAMFORD HOUSE

Please see display advertisement under Assessment Centres.

HERTFORDSHIRE
COUNTY COUNCIL
STEVENAGE DIVISION
HOMEFIELD SCHOOL E.S.N.
Shephall Green, Stevenage
(Telephone Stevenage 66620)

Required for September, TEACHER Scale 1 plus Special Schools Allowance, to work with a group of children in the NURSERY. Applicants should be familiar with early child assessment, special qualifications preferably when a Scale 2 post may be considered. Further details from the Head. Applications in writing naming two referees.

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
KINGSTON UPON HULL DIVISION
DERRINGHAM SCHOOL
(E.S.N.(M))
Priory Road, Hull
Head: L. Campbell

Required for September, or as soon as possible thereafter, a TEACHER of ART, HANDICRAFTS and GENERAL SUBJECTS Salary Scale 1 plus Special Schools Allowance.

Application forms, available from the school, should be returned by July 21, 1980.

KINGSTON upon Thames
(Royal Borough of)
MECKLENBURGH DAY UNIT
[illegible] Way, New Malden, Surrey

Required for January, 1981, or if possible September, 1980, experienced TEACHER for small group of children with emotional and behavioural problems. GENERAL SUBJECTS and BOYS' GAMES. Some knowledge of boys' Technical Subjects would be an advantage.

London Allowance £408 plus Special Schools Allowance.

Assistance may be provided with removal expenses.

Application forms, and further details, obtainable from the Head of Schools Service, Tolworth Tower, Surbiton, Surrey KT6 7LE, to be returned as soon as possible. (Tel. [illegible])

LONDON
INNER LONDON EDUCATION AUTHORITY
GRAFHAM GRANGE SCHOOL
Bramley, Guildford, Surrey
Tel.: Guildford (0483) 892214
(Group 4 (S), 40 boys aged 10 to 16 maladjusted)

Scale 1 TEACHER plus SSA plus ADA required September, or as soon as possible after this date, to teach GENERAL SUBJECTS. Ability to offer some work to C.S.E. an advantage. Residential accommodation available for both married and single applicants at a standard charge.

Application forms and further information available from the Headmaster.

LONDON
AMERICAN COMMUNITY SCHOOLS
London
LEARNING DISABILITIES TEACHER required for September. Hillingdon location.

Apply: Headmaster, 67 Pont Street, London SW1. (01) 581 3[illegible]07.

MANCHESTER (City of)
EDUCATION COMMITTEE
LONGSIGHT SCHOOL
Cochrane Avenue, Longsight, Manchester M12

Required for September, 1980, or January, 1981:—

Experienced and enthusiastic TEACHER for a mixed group of 10 and 11-year-old children at this special school for ESN(M) pupils. An interest in Boys' Physical Education and Games would be an advantage.

Previous experience in a special school is preferable but not essential.

Special Schools Allowance Payable.

Applicants are invited to visit the School by appointment.

Application forms from the school and should be returned as soon as possible.

NORFOLK
WALKER FOUNDATION FOR CHILDREN
(Established 1969)
DIANA QUENTON SCHOOL
E.S.N. (S) (M)

Required for September TEACHER Scale 1 to be responsible for a class of 10 E.S.N. (S) pupils.

Application forms and job description from The Principal, Walker Foundation for Children, The Old Rectory, Burston, Diss, Norfolk IP22 3TX. All applications to be in by July 18 1980.

NORTH DEVON
HEAM COLLEGE
Torrington, North Devon

Enthusiastic qualified TEACHER required for September 1980 in Senior Maladjusted Boys' Boarding School.

GENERAL SUBJECT teaching up to C.S.E. level.

Possibility of accommodation for single person.

Burnham Scale for Special Schools.

Apply in writing to the Headmaster.

NORTH YORKSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
BEDALE SPECIAL SCHOOL
HEAD TEACHER required for January 1981

Bedale Special School, sited on the edge of Wensleydale, is a new day school to be opened in 1981. It will provide educational facilities for a maximum of 180 children (Group 7S) with learning difficulties who require specialist help, either on a long or short term basis. The school has been designed to help meet a wide range of special educational needs in the predominantly rural area which it serves. An exciting opportunity is available for a head teacher to open and develop this new special education venture, both as a school and as a resource centre for the area.

Application forms and further details available from the County Education Officer, Room 125, County Hall, Northallerton DL7 8AE (stamped addressed envelope please) to whom completed application forms should be returned by July 25, 1980.

NOTTINGHAMSHIRE
COUNTY COUNCIL
PORTLAND TRAINING COLLEGE FOR THE DISABLED

LECTURER £3777 to £6498 (under review) MATHEMATICS.

Required to commence at the beginning of the Autumn term, 1980, or as soon as possible thereafter.

For full advertisement, please see Further Education Section.

SEFTON
(Metropolitan Borough of)
EDUCATION COMMITTEE
RONALD HOUSE SPECIAL SCHOOL
De Villiers Avenue, Crosby, Liverpool L23 2TH

Required for September 1, 1980: Scale 1 TEACHER required to teach class of 12-16 year olds for GENERAL SUBJECTS. An interest in orienteering with senior boys would be an advantage.

Apply immediately to the Head Teacher of the school.

SURREY
EDUCATION COMMITTEE
CLAYBOURNE SCHOOL
Woburn Hill, Addlestone

TEACHER required as soon as possible for this Day School for 150 E.S.N. (M) children aged 12 to 16 years. Ability to take junior BOYS' GAMES and PHYSICAL EDUCATION essential. Salary Scale 1 plus Special Schools Allowance.

Further details from the Head, Mr. R. [illegible], Tel.: Chertsey 62326.

Application forms from County Education Officer (Handicapped Children's Section), County Hall, Kingston upon Thames KT1 2DJ (Ref. 1.HC/DO).

TAMESIDE
(Metropolitan Borough of)
SPECIAL SCHOOL VACANCIES required from September 1, 1980

CROMWELL DAY E.S.N (S)
MIXED SCHOOL
Denton
TEMPORARY ASSISTANT TEACHER
Scale 1

For one year to teach GENERAL SUBJECTS to 16 to 19-year-olds.

MOSS VIEW DAY E.S.N.(S)
MIXED SCHOOL
Ashton-under-Lyne
TEMPORARY ASSISTANT TEACHER
Scale 1

For class of 11 to 13-year-olds.

DALE GROVE DAY SCHOOL FOR THE MALADJUSTED
Ashton-under-Lyne
TEMPORARY ASSISTANT TEACHER
Scale 1

With preference for PHYSICAL EDUCATION/GAMES as well as GENERAL SUBJECTS.

Application forms for the above posts available from Assistant Director of Education (Special and Personal Services), Education Offices, Town Lane, Dukinfield, Cheshire SK16 4DY, to whom completed forms of application should be returned to arrive no later than July 21, 1980. Reference 2417/TES.

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
THE CASTLE DAY SPECIAL E.S.N. (M)
Pontefract

Not suitable for teachers on probation.

Required from the beginning of the Autumn Term 1980, a Scale 1 TEACHER to be concerned mainly with children aged 10 to 12 years in the lower school.

Application forms available from Chief Education Officer, Education Department, 8 Bond Street, Wakefield, to be returned as soon as possible.

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE

The Borough is within easy reach of Central London and bordered by Epping Forest. London Addition to salary payable.

Required for September 1980:
JOSEPH CLARKE SCHOOL
Vincent Road, Highams Park London, E.4
Head Teacher: Mr. R. Crosbie

Part-time TEACHER of WOODWORK Scale 1(S) required in this School for the partially sighted. School for pupils aged 5-18 years (85 on roll).

Part-time teacher (M/F) of woodwork, two days a week or equivalent sessions. Groups are necessarily small, and work largely individual. Age range 11-14.

Application form and further details available on receipt of S.A.E. from Head Teacher.

Independent Schools

Headships

BOTSWANA
MARU A PULA SCHOOL
Gaborone
HEADMASTERSHIP

This non-racial, coeducational, day-boarding school seeks Headmaster to replace Founder retiring in 1981.

Address inquiries to the Bursar, Private Bag 0045, Gaborone, Botswana.

Deputy Headships Senior Masters/Mistresses

SUSSEX
BATTLE ABBEY

A vacancy has unexpectedly occurred for the post of DEPUTY HEADMISTRESS for September, 1980, or as soon as possible thereafter, in this Girls' Public Boarding School of 140 pupils.

Applicants should be Graduates with vision, enthusiasm and organising ability. The post calls for general administration of school routine, curriculum development and organization, careers guidance and the ability to help maintain the existing happy relationship between staff and pupils. Some residential duties will be required.

The salary is based on Burnham Scales with superannuation.

Applications with three referees and stating subjects offered to the Headmistress, Battle Abbey, Sussex.

By Subject Classification

Art and Design

CAMBRIDGESHIRE
THE KING'S SCHOOL
Ely
DIRECTOR of ART.

Required for January, 1981. Applications are invited from Masters or Mistresses with suitable qualifications.

Salary in accordance with the Ely Salary Scale.

Applications giving names and addresses of two persons to whom reference may be made, should be addressed to the Headmaster from whom further details are available.

SURREY
MOREHOUSE SCHOOL
Frensham, Farnham.

Required for September: TEACHER of ART with T.D. or R.B. This appointment is initially for 1 year only.

Apply for full details to Headmaster's Secretary at the School.

Classics

LONDON
CLASSICS

GRADUATE wanted from September 1980, to teach LATIN to "O" and "A" level, with possibility of some Greek and probability of Classical Studies.

Preference given to a bachelor able to help with contact-sports and/or court games. There is also an opening as resident House Tutor.

Applications in writing, with curriculum vitae and the names of two referees, to the Head Master, Mill Hill School, The Ridgeway, London NW7 1QS, who will send further details of the post to those applying.

Economics

LONDON
BLACKHEATH HIGH SCHOOL
(GPDST)
Wemyss Road, SE3 0TF

Part-time TEACHER required for September to teach ECONOMICS to first and second-year advanced level candidates, with the possibility of some MATHEMATICS teaching for suitably qualified candidate.

Please apply to the Headmistress, with names of two referees and copies of testimonials.

SOMERSET
TAUNTON SCHOOL

Required for January 1981, SENIOR ECONOMIST.

Graduates with experience of Banking, Commerce and Industry particularly welcome, as would be Rugger or Tennis players.

Attractive pay and conditions. Resident post available for single person.

For further details, apply to The Headmaster, Taunton School, Somerset, TA2 6AD.

English

HAMPSHIRE
BEDALES SCHOOL
Petersfield, Hampshire GU32 2DG
(Co-educational, Boarding: 11 to 18)

ENGLISH GRADUATE required for September 1980 to teach throughout the school to Open Scholarship level and to participate fully in the life and activity of the school. This post is for a year (or possibly for one term) in the first instance but could lead to a permanent appointment.

Salary: Scale 1 Burnham.

Applications (letters, no forms, including curriculum vitae and names of three referees) and will send further particulars. (Addressed envelope please.)

HAMPSHIRE
STANBRIDGE EARLS SCHOOL
Romsey, Hampshire SO5 0ZS

ENGLISH AND GEOGRAPHY. Qualified, preferably graduate, TEACHER, required September. Both subjects to "O" level, possibility "A" level later. Mixed boarding school of 170, aged 13 to 18, specialising in able pupils with learning difficulties. Excellent facilities, beautiful campus. Free accommodation if available, or living-out allowance in lieu (£840 married, £507 single). Burnham Group 7 salary scales. Full extra-curricular commitment, especially hockey, tennis and/or library duties. Apply with curriculum vitae and names of two referees to the Headmaster. Closing date: July 28.

NORTH WALES
RUTHIN SCHOOL
S.H.M.I.S.

Required for January, GRADUATE to teach ENGLISH. A suitable candidate will be able to teach up to "A" level.

The salary is based on Burnham 1 or 2 with Government Superannuation. Bachelor accommodation is available giving free board and lodging in return for supervisory duties.

An interest in out-of-school activities, particularly Cricket, C.C.F. or Rugby Football, would be an added recommendation.

Applications should be sent to the Headmaster, Ruthin School, Ruthin, Clwyd, giving qualifications, experience and the names and addresses of two referees.

NOTTINGHAMSHIRE
RODNEY SCHOOL
Kirklington, Newark

Required for September: GRADUATE to teach ENGLISH to "O" and "A" level in this rural Co-educational school.

Burnham, s.s. free accommodation. Help with boarding duties essential.

Apply to the Principal.

SUSSEX
WORTH SCHOOL
Turners Hill, Crawley

Has vacancy in September for young ENGLISH GRADUATE to teach ENGLISH in both Junior and Senior schools (age range 10 to 18). Games an added advantage. Accommodation provided. Salary Burnham Scale.

Apply, with curriculum vitae, to Headmaster.

WEST SUSSEX
SLINDON COLLEGE
Slindon, near Arundel, West Sussex BN18 0RH
Slindon 320

Required for September 1980, a RESIDENT MASTER for ENGLISH. Slindon College is an independent school for 125 boys aged between 11 and 18 years and applicants for the above post would be required to teach throughout the age range and including "A" level work. The post would suit a bachelor of Public School background who is willing to live in and play a full part in the boarding school commitment.

Applicants from a newly qualified teacher or an experienced teacher to take duties as Senior Master. Please apply with curriculum vitae to Headmaster.

ENGLISH Graduate required September to take classes up to and including O.C.E.—Apply in writing giving names of two referees to Headmistress, Stella Maris Convent, Bideford, N. Devon.

Geography

MIDDLESEX
HEATHFIELD SCHOOL
Harrow
(Independent Day School for Girls, 450 pupils)

Wanted for September, 1980, a GRADUATE to teach GEOGRAPHY to "O" and "A" level. London Burnham Scale.

Please apply in writing to the Headmistress with curriculum vitae, copies of recent testimonials and names of referees.

History

BERKSHIRE
BRADFIELD COLLEGE

Required for January 1981: a GRADUATE to teach GEOGRAPHY throughout the school.

Candidates must be prepared to help with extra-curricular activities.

Accommodation is available.

Apply with curriculum vitae and the names and addresses of two referees to The Headmaster, Bradfield College, Reading RG7 6AR.

HAMPSHIRE
STANBRIDGE EARLS SCHOOL
Romsey, Hampshire SO5 0ZS

GEOGRAPHY and ENGLISH qualified, preferably graduate TEACHER, required September, both subjects to "O" level possible, "A" level later. Mixed boarding school of 170, aged 13 to 18, specialising able pupils with learning difficulties. Excellent facilities, beautiful campus.

Free accommodation if available, or living-out allowance in lieu (£840 married, £507 single). Burnham Group 7 salary scales.

Full extra-curricular commitment, especially hockey, tennis and/or library duties.

Apply with curriculum vitae and names of two referees to the Headmaster. Closing date July 28.

SURREY
ROYAL GRAMMAR SCHOOL
(formerly voluntary controlled, now HMC independent—650 boys, 200 in Sixth Form)

Required in September 1980 or as soon as possible thereafter, a GRADUATE to teach HISTORY throughout the school up to and including "A" Level. This is a temporary post in the first instance. There is a possibility of accommodation.

Salary: Burnham Scale 1 plus £177 Surrey "fringe" allowance. Ability and willingness to help with extra-curricular activities such as rugby and CCF or Scouts would be a distinct advantage.

Applications in the form of a curriculum vitae supported by a letter of application quoting two referees, should be submitted as soon as possible to the Headmaster, The Royal Grammar School, High Street, Guildford, Surrey, GU1 3BB.

WANTED for September by Royal Independent Grammar School, N.W. Middlesex, Historian to teach History and British Constitution to "O" level. Some Games essential.—Write Box TES 3817, The Times WC1X 8EZ.

Mathematics

Heads of Department

HERTFORDSHIRE
ST. ALBANS SCHOOL
(HMC ex-Direct Grant, Sixth Form 200)

Required in January, 1981, a HEAD of MATHS DEPARTMENT. A highly qualified and energetic candidate is sought for this key post in charge of very flourishing department. Salary Burnham Scale 4.

Apply with full curriculum vitae and the names of two referees to the Headmaster, Abbey Gateway, St. Albans, Herts., from whom further details are available.

Other Assistants

BERKSHIRE
READING BLUE COAT SCHOOL
HOLME PARK, SONNING, BERKS

Independent Boys School — Day and Boarding 11-18.

TEACHER required January 1981 to teach "O" level S.M.P. MATHEMATICS with some PHYSICS. Burnham Scale.

Apply with curriculum vitae and names of two referees to Headmaster.

BRISTOL
AVONHURST SCHOOL
Clifton Down, Bristol

Required in September, GRADUATE staff to teach MATHEMATICS to "A" level. Non-resident post. Burnham Scale with superannuation. Willing to assist with extra-curricular activities (e.g., Combined Cadet Force) essential.

Apply with details of two referees to the Headmaster, Avonhurst School, Clifton Down, Bristol BS8 3NO. (Tel. 0272-30198.)

AVON

PRIOR PARK COLLEGE, BATH
(HMC)

APPOINTMENT OF

HEADMASTER

The Governors of a proposed new educational charity, to be known as "Prior Park College Trustees Ltd", intend to take over the management, as an independent School, of Prior Park College, Bath, as from September 1, 1981, and invite applications for the post of Headmaster of the School in its new form.

The existing Prior Park College (founded in 1830) has been owned and run by Christian Brothers since 1924, but they will be withdrawing in July, 1981, owing to a serious lack of vocations.

Prior Park College is a Roman Catholic Independent School for boys, currently with 253 boarders and 12 day boys. It is hoped to increase the numbers to 300 boarders and 80 day pupils.

Particulars of the post are obtainable from the Clerk to the Governors, Prior Park College, Bath BA2 5AQ.

Applications are to be received not later than July 31, 1980. Interviews will be held in October, 1980.

INDEPENDENT
Mathematics
continued

EAST SUSSEX
TEACHER required September, 1980, for "A" level Pure and Applied MATHEMATICS to Overseas Students. 15 hours per week, mornings or afternoons. GLC rates. A.E.S.C., 14 Eversfield Road, Eastbourne, Sussex. Tel. 20625.

GLOUCESTERSHIRE
HATHEROP CASTLE SCHOOL
Cirencester, Gloucestershire
Independent Boarding School for Girls 11 to 18
Required for September, SCIENCE TEACHER for Form I in C.S.E. and "O" level Physics and Chemistry.
Experience with Nuffield Scheme preferable. Salary and accommodation by arrangement.
Apply Principal in writing.

GUILDFORD
ROYAL GRAMMAR SCHOOL
(HMC, formerly voluntary controlled, now independent; 630 boys on roll, 200 in Sixth Form)
Required in September, 1980, or as soon as possible thereafter, a GRADUATE to teach MATHEMATICS. The department is strong, academic standards are high and there is considerable investment currently in developing computer facilities. Salary: Burnham Scale, negotiable. Accommodation available. Generous relocation assistance.
Applications in the form of a curriculum vitae supported by a letter of application quoting two referees, should be submitted as soon as possible to the Headmaster, The Royal Grammar School, High Street, Guildford, Surrey GU1 3BB.

LONDON, N.W.4
Keen and enthusiastic TEACHER required in MATHEMATICS to "A" level in a N.W. London College. Tel. 01-202 0822.

SUFFOLK
FRAMLINGHAM COLLEGE
H.M.C. Independent, Co-educational 415 pupils (330 boarding)
Required for January (September if possible), a MATHEMATICIAN to teach up to "O" level with a possibility of some Sixth Form work. Previous experience not essential.
Willingness to participate in College activities a necessity.
Bachelor accommodation available.
Salary Burnham plus Framlingham Allowance.
Curriculum vitae with the names of two referees to the Headmaster.

WEST SUSSEX
LANCING COLLEGE
(540 pupils: 300 post "O" level)
MATHEMATICIAN required for January, 1981, owing to the present teacher being appointed to a Headship.
Permanent or temporary post. Ability to teach Mathematics to "A" and "S" level, and to Oxbridge Scholarship standard essential as most teaching will be post "O" level.
Involvement in extra-curricular activities important.
Applications with curriculum vitae and names of two referees to the Headmaster.

WORCESTERSHIRE
MALVERN COLLEGE
A GRADUATE is required to teach MATHEMATICS to O and A level from January 1981. About 100 boys study A level mathematics in the sixth form.
Candidates will be expected to play a full part in the life of the school and the ability to help with games and other activities would be an advantage.
Malvern salary scale. Accommodation is available.
Applications with the names of two referees to: The Headmaster, Malvern College, Malvern, Worcestershire, marking the envelope Mathematics.

ACCOUNTING AND COMMERCE: Experienced Tutor to "A" Level required part time (15 hours) from September, 1980. Please contact 01-727 7437.

Modern Languages

CUMBRIA
LAKE DISTRICT
ST. ANNE'S SCHOOL
Windermere
GERMAN/FRENCH
Required for September, 1980, GRADUATE to teach Modern Languages throughout the school to G.C.E. "A" level and Scholarship standard. Salary Burnham. Superannuation applies. Accommodation can be provided.
Applications with names and addresses of three referees to the Headmaster.

DEVON
ST. WILFRID'S SCHOOL
St David's Hill, Exeter (55047)
Independent Co-Ed. Day
SECOND FRENCH TEACHER required September, (C.S.E., "O" and "A" levels) (Traditional), half a day boys games, help with school societies, clubs.
Two referees and curriculum vitae to Headmaster.

LONDON, S.E.3
CHRIST'S COLLEGE
Blackheath
(210 boys: 4 to 18 years)
Required for September, 1980, a FRENCH GRADUATE to teach "O" and "A" level throughout the Senior School. Candidates able to offer German will be given preference.
Application forms from the Principal, Tel.: 01-852 0692.

LONDON
THE SPANISH BILINGUAL SCHOOL
131 Charlton Road, London, S.E.7.
Requires in September, 1980, a TEACHER for "O" levels HISTORY and GEOGRAPHY. A knowledge of Spanish will be taken into consideration.
Apply with curriculum vitae to: Education Office, Spanish Embassy, 102, Earl's Court Road, London, W.8.

MIDDLESEX
Required for Summer Term—by boy's independent grammar school in north-west Middlesex, TEACHER of FRENCH to "O" level. Games an advantage.
Applications and two references to Box No TES 5740, The Times, WC1X 8EZ.

NOTTINGHAMSHIRE
BRAMCOTE SCHOOL
Gamston, Near Retford
Required in September, but January possible, two new members of staff to take charge of the MATHS and FRENCH Departments respectively. Applicants should be qualified and have had previous experience of Common Entrance and Scholarship work. Opportunity to run 1st XI cricket if desired. Interests outside the classroom a valuable asset. Salary above Burnham Scale plus subject responsibility allowance. Government superannuation. Single accommodation available, but married teachers considered.
Bramcote is an I.A.P.S. Co-educational boarding and day school of 140 children (105 boy boarders).
Apply immediately in writing with curriculum vitae and the names, addresses and telephone numbers of two referees to the Headmaster, T. H. B. Bowles.

Music

Heads of Department

BRECON
CHRIST COLLEGE
(H.M.C. Boarding School for 290 boys)
Required for January 1981, a DIRECTOR of MUSIC. New Music School recently opened. Accommodation available for a bachelor.
Apply to Headmaster with curriculum vitae and names of two referees.

OXFORDSHIRE
MAGDALEN COLLEGE SCHOOL
(H.M.C., H.G. Secondary Independent; 501 boys aged 11-18, Sixth Form 150)
Required for January, 1981, a DIRECTOR of MUSIC.
Strong Choral and Orchestral tradition, as well as "O" and "A" level courses. New Music School built in 1973.
Magdalen Choristers attend the School.
Burnham Scale 3.
Fuller details from the Master, Magdalen College School, Oxford, OX4 1DZ, to whom applications should be sent giving full curriculum vitae and names and addresses and telephone numbers of two referees.

WEST SUSSEX
SLINDON COLLEGE
Slindon, near Arundel, West Sussex BN18 0RH
Slindon 320
HEAD of MUSIC (preferably organist) required for September, 1980, to organize and develop this subject throughout the school and train the school choir. A subsidiary teaching subject, possibly French, essential. The post would suit a bachelor of Public School background who is willing to live in and play a full part in the boarding school community. Newly qualified teachers considered.
Please apply with curriculum vitae to the Headmaster.

Other Assistants

BERKSHIRE
MARIST CONVENT SENIOR SCHOOL
Sunninghill, Ascot, Berks. SL5 7PS
Required for September 1980 CO-DIRECTOR of MUSIC (Scale 2 or 3) depending on qualifications and experience, to organise and teach class music in the Upper School and to be responsible for coordinating instrumental activities, school orchestra and choirs. A knowledge of several instruments, including recorder and guitar, is essential.
Apply to the Headmistress, with copies of recent testimonials and the names of two referees.

EASTBOURNE
MOIRA HOUSE SCHOOL
We wish to appoint an ASSISTANT HOUSEMISTRESS to one of our boarding houses of 35 girls. We hope to make this appointment so that the successful applicant may take up residence in January, 1981. We have a tradition of teaching residents and all applicants should state their preferred teaching subjects. Self-contained flat and Burnham Scale.
Please apply by letter with names of three referees, as soon as possible. We hope to hold interviews by the end of this term or during the holidays.

GLOUCESTERSHIRE
WYCLIFFE COLLEGE
ASSISTANT DIRECTOR OF MUSIC
For January 1981. To help with all aspects of school music, instrumental, choral, and academic.
Purpose built new music block to be opened this September.
Excellent facilities and prospects for promotion. A person with ability and enthusiasm is sought for this important post.
Scale 2 post for suitable applicant.
Apply to: Director of Music, Wycliffe College, Stonehouse, Glos., GL10 2JQ.

GLOUCESTERSHIRE
HATHEROP CASTLE SCHOOL
Cirencester, Gloucestershire
Independent Boarding School for Girls 11 to 18
Full-time MUSIC TEACHER, preferably with second subject, required September, "O" and "A" level, general class music, instrumental teaching. Salary and accommodation by arrangement.
Please apply in writing to the Principal.

HAMPSHIRE
NORTH FORELAND LODGE
Sherfield-on-Loddon,
nr. Basingstoke
Required January 1981, resident MUSIC TEACHER to teach Piano to grade 8. Independent boarding school, 160 girls aged 11 to 18. Accompany Chapel services organ/piano. Possibility theory teaching, help Choir, accompany ensembles.
Burnham Scale 1.
Apply Headmistress.

LONDON, E.C.1
DALLINGTON SCHOOL
8 Dallington Street
London EC1V 0BQ
Required September 1980 an enthusiastic qualified TEACHER of RECORDER to work with groups of children aged 3 to 11 years. Hours negotiable. Visits essential.
Tel. 01-251 2284.

SOUTH CROYDON
CROHAM HURST SCHOOL
Independent Public Day School of 530 girls formerly recognized by the Department of Education and Science.
Required for January 1981 trained and enthusiastic GRADUATE as HEAD of flourishing MUSIC DEPARTMENT. The subject is taught up to "A" level: a large proportion of girls take instrumental lessons and sing in school choirs.
Burnham Scale 3.
Outer London Weighting.
Apply in writing with curriculum vitae, testimonials and names of referees to the Headmistress, Croham Hurst School, 79 Croham Road, South Croydon, CR2 7YN.

MUSIC teacher required for January, 1981 to train School Choir and Orchestra, class singing and Piano and Recorder pupils. Co-educational school, children 6-13. Resident or non-resident post. Burnham Scale 1. Apply Headmaster, Glengorse School, Battle, E. Sussex. Tel: 2050.

REQUIRED for September term, part-time Music Teacher for convent boarding and day school in south coast town.—Write Box TES 5933, The Times, WC1X 8EZ.

Pastoral

Other Assistants

CUMBRIA
ST. ANNE'S SCHOOL
Windermere
NURSE/MATRON
Required for September 1980, or as soon as possible thereafter to be responsible for the medical welfare of 240 boarders. Duties to be shared with other Matrons. Salary in accordance with age and experience. Accommodation provided. Pension scheme.
Apply in writing with names and addresses of two referees to the Headmaster by July 25 1980.

HERTFORDSHIRE
THE PRINCESS HELENA COLLEGE FOR GIRLS
Near Hitchin, seeks an ASSISTANT HOUSEMISTRESS to help domestically or with games or Duke's Award or English or drama or other classroom subjects.
Idyllic abode.
London, Cambridge near.
Apply: Headmaster. Telephone Hitchin (0462) 2100.

LAKE DISTRICT
ST. ANNE'S SCHOOL FOR GIRLS
Windermere
(Independent Girls Public Boarding School of 400 on roll) Member of the GBGSA
Post of MATRON for Senior School
MATRON required for September, 1980, for Middle Boarding House. Previous experience helpful but not essential.
Resident post. Own accommodation. Salary according to experience and training. Pension Scheme if required.
Apply in writing, giving names and addresses of two referees to: The Headmaster, St Anne's School, Browhead, Windermere, Cumbria LA23 1NW.

SOMERSET
BRUTON SCHOOL FOR GIRLS
Sunny Hill, Bruton, BA10 0NT
(Four Boarding Houses)
Have you experience of work with young people or brought up your own family?
Required for September, 1980 —
(1) Resident HOUSEMISTRESS, possibility of part-time Mathematics, French or Cookery teaching, or non-teaching.
(2) Resident HOUSE MATRON (or Assistant Housemistress) in a Senior House (ages 12 to 18).
(3) Younger ASSISTANT HOUSEMISTRESSES, possibly trained teachers, some prospect of LABORATORY ASSISTANT work.
Inquiries and applications to the Headmistress.

SOMERSET
BRUTON SCHOOL FOR GIRLS
Sunny Hill, Bruton, Somerset
BA10 0NT
(Four Boarding Houses)
Have you experience of work with young people or brought up your own family?
Required for September, 1980:
(1). Resident HOUSEMISTRESS, possibility of part-time Physics, Mathematics, French or Cookery teaching or non-teaching.
(2) Resident HOUSE MATRON (or Assistant Housemistress) in a Senior House (ages 12 to 18).
(3) Younger ASSISTANT HOUSEMISTRESSES, possibly trained teachers, some prospect of Laboratory Assistant work.
Inquiries and applications to the Headmistress.

SUFFOLK
KESGRAVE HALL SCHOOL
Nr. Ipswich, Suffolk
Required from September 1st at this Special School for 40 mildly maladjusted boys (11 to 16 plus) of superior intelligence: A resident HOUSE-MOTHER (Sex Disc. Act s7(2)(e)) to join a well-organised team of teachers and Care Staff. Salary according to age and experience, accommodation and board but no deductions; 14 weeks holiday per annum. Pleasant working conditions in ideal surroundings.
Application forms and further details from the Headmaster.

SURREY
PARSONS MEAD SCHOOL
Ashtead, Surrey KT21 2PE
Pleasantly situated, independent Surrey School seeks a responsible person, preferably with First Aid experience, as ASSISTANT MATRON to help care for the general welfare of 58 boarding pupils aged 10 to 18 years.
Good accommodation with generous free time.
Apply to Headmistress in writing with names of two referees.

WORCESTERSHIRE
ELLERSLIE SCHOOL
Malvern
(Independent day and boarding school for about 270 girls)
Required for September: RESIDENT ASSISTANT HOUSEMISTRESS combined with part time PHYSICAL EDUCATION (Burnham Scale) for suitably qualified person.
Applications to Headmistress as soon as possible. Tel.: Malvern 5701.

Physical Education

Other Assistants

KENT
THE BENEDICTINE COLLEGE
Westgate
There is a vacancy next September for a GAMES and PHYSICAL EDUCATION MASTER (Rugby Union football, cricket and tennis), resident or non-resident, preferably able to teach also Geography to "O" level.
Apply with reference to the Rev. Headmaster, St. Augustine's College, Westgate, Kent.

LONDON
ARCHBISHOP TENISON'S SCHOOL
55 Kennington Oval SE11 5SR
Tel. 735 4070
Voluntary Aided. Church of England
550 Boys
Required for September, PHYSICAL EDUCATION TEACHER or qualified INSTRUCTOR for Afternoon Games (0.5).
The School has its own playing fields and facilities at Motspur Park.
Ability to coach Soccer essential.

SURREY
MORE HOUSE SCHOOL
Frensham, Farnham
Required for September, TEACHER to take charge of BOYS' SPORT, together with HISTORY and GEOGRAPHY in Middle School with either Religious Education or Technical Drawing.
Apply for full details to Headmaster's Secretary at the School.

Religious Education

WEST SUSSEX
S. MICHAEL'S BURTON PARK
Petworth
(Independent Boarding School for 250 girls under the Woodard Corporation)
Required in September, 1980, part-time TEACHER of Religious Studies to "O" level. About 12 lessons a week.
Please apply to the Headmistress.

Science

Heads of Department

SUSSEX
CHRIST'S HOSPITAL
Horsham, Sussex
(Independent Boarding School, 800 boys, 11-18 years)
Applications are invited for the post of HEAD of BIOLOGY, to start in January 1981, or earlier if possible.
The school is situated in the Weald with good laboratories and facilities for practical work. Accommodation available for a married or single person.
Letter of application together with curriculum vitae to the Headmaster, from whom further details may be obtained. Telephone 0403 65218.

Other Assistants

CROYDON
CROYDON HIGH SCHOOL FOR GIRLS
G.P.D.S.T., Old Farleigh Road, Selsdon, South Croydon, Surrey CR2 8YB
Required for September, 1980 or January, 1981, well qualified GRADUATE to share in the teaching of PHYSICS to "O", "A" and Scholarship levels.
Written application to the Headmistress with copy testimonial, names and addresses of two academic or professional referees, curriculum vitae and S.A.E.

EAST SUSSEX
ANCASTER HOUSE SCHOOL
Penland Road, Bexhill-on-Sea
Girls Public Boarding and Day
Required in January, 1981, GRADUATE to teach PHYSICS to "O" and "A" level. Interest in developing Computer Studies an advantage. Willingness to contribute to the full life of a boarding school essential. Resident or non-resident post.
Accommodation available for single female applicant. Salary Burnham Scale II.
Apply to the Headmistress with curriculum vitae and names of two referees.

HARTLEPOOL
ROSEBANK HIGH SCHOOL
Independent Co-educational Day School
310 pupils, 3-16 years
Required for September TEACHER for SCIENCE, mainly Physics and Chemistry and preferably with some Middle School Mathematics.
Burnham Scale 1.
Applications and testimonials (no forms) to the Headmaster.

HEREFORD
HEREFORD CATHEDRAL SCHOOL
A GRADUATE required for January or September, 1981, to share the teaching of PHYSICS to Advanced and University Entrance levels.
Enquiries to the Headmaster, Cathedral School, 29 Castle Street, Hereford HR1 2NN (0432) 3757.

LONDON E4
INDEPENDENT GRAMMAR SCHOOLS' GROUP
NORMANHURST SCHOOL
68/72 Station Road, Chingford E4 7HA
Telephone: 01-529 4307
BIOLOGIST required for September, 1980, in this co-educational school of 270 pupils, to teach up to G.C.E. Ordinary Level standard.
Advanced Level work, if available, could be offered to a suitably qualified candidate. Scale 1 post.
Please contact the Secretary for application forms.

LONDON
UPPER TOOTING INDEPENDENT HIGH SCHOOL
169 Trinity Road, London SW17
Telephone: 01-672 5676
A small co-educational school for children aged 4 to 16, requires a full-time GRADUATE TEACHER for CHEMISTRY and BIOLOGY to G.C.E. "O" level plus GENERAL SCIENCE.
Applications to the Headmistress.

LONDON, S.W.15
PUTNEY HIGH SCHOOL
G.P.D.S.T.
35 Putney Hill, SW15 6BH
(Direct Grant becoming Independent 500 girls)
Required September 1980 or January 1981 GRADUATE TEACHER of BIOLOGY to "O" and "A" level and Oxbridge entrance.
Apply by letter to the Headmistress with curriculum vitae and names of two referees.

LONDON, N.W.4.
Keen and enthusiastic TEACHER required in PHYSICS to "A" level in a N.W. London College. Tel.: 01-202 0822.

MIDDLESEX
Wanted for September, by boys' independent grammar school, North-West Middlesex, SCIENTIST to teach PHYSICS and CHEMISTRY to "O" level.
Might suit two part-timers.
Write Box TES 5820, The Times, WC1X 8EZ.

CHEMISTRY TUTOR.—Preferably experienced at teaching "A" level, needed for September by college in Kensington. Generous responsibility allowance available. Tel.: 01-370 6739.

Social Studies

SOCIOLOGY: Experienced Tutor to "A" level required part-time (15 hours) from September, 1980. Please contact 01-727 7437.

Other than by Subject Classification

Heads of Department

SUSSEX
ST. MARY'S HALL, C. OF E. SCHOOL
Brighton
(approximately 360 Girls)
Required in January 1981, owing to retirement, a SPECIALIST in HISTORY of ART, and ART, preferably with interest in Crafts, to teach to "O" and "A" level (Cambridge Board).
Please apply in writing with copies of testimonials and names and addresses of two referees to the Headmistress, St. Mary's Hall, Eastern Road, Brighton, Sussex, BN2 5JF.

Other Assistants

CROYDON
Required September. TEACHER for GAMES and middle school SCIENCE or MATHEMATICS. "O" and "A" level work available if suitably qualified.
Shaftesbury Independent School, Godstone Road, Purley, Surrey.

DEVON
BRAMDEAN SCHOOL, Exeter
Founded 1907
Independent Day and Boarding School for Boys
Required for the September Term TEACHER for ENGLISH and GEOGRAPHY to P.S.S. and "O" level. Ability to help with Games an advantage. Burnham Scale according to qualifications and experience. Non-residential post.
Applications to The Headmaster, Bramdean School, Homefield Road, Heavitree, Exeter. Telephone Exeter 73387.

DORSET
HOMEFIELD COLLEGE
Winkton, Christchurch
Required for September, 1980, by an independent boys' school of approximately 400 pupils, full-time TEACHERS for the following subjects: MATHEMATICS to "O" level: HUMAN BIOLOGY, ENGLISH to "O" and "A" levels; PHYSICS, "A" level.
Apply in writing with curriculum vitae to the Headmaster.

DYFED
LLANDOVERY COLLEGE
(H.M.C., 250 Boarders)
Required in September 1980 FRENCH MASTER with Junior HISTORY. Possibility of some "A" level teaching. Expected to play full part in Boarding School life and ability to coach Games would be useful. Salary Burnham plus.
Apply, naming two referees, to the Warden (Dr. R. Brinley Jones), The College, Llandovery, Dyfed.

EDINBURGH
Part-time TEACHERS required for ENGLISH, HISTORY, GEOGRAPHY, MUSIC, E.F.L.
Inquiries to the Administrator, Hillside School, Belford Church, Douglas Gardens. 031-225 3340.

ISLE OF WIGHT
ST THERESE PRESENTATION CONVENT SCHOOL
Ryde, Isle of Wight PO33 2RE
Required for September:—
(a) TEACHER of PHYSICS and CHEMISTRY to "O" level.
(b) TEACHER of GIRLS' PHYSICAL EDUCATION, 9-16-year-olds.
Applications in writing to Headmistress.

KENT
BETHANY SCHOOL
Goudhurst
S H M.I.S., see P.S.Y.B.
290 boys 11-18, mainly boarders
Two temporary appointments due to secondment:
(a) Autumn Term only: full timetable FRENCH up to "O" level.
(b) For whole academic year: 12 periods of ECONOMICS to Lower and Upper Sixth.
Apply Headmaster by letter with two referees. Tel.: Goudhurst 211273.

LONDON
TEACHER required for September in small but lively secondary ballet school in Covent Garden. Specialising in ENGLISH to "O" and possibly "A" level, with GENERAL SUBJECTS. Responsibility for timetabling academic studies and pastoral care. Approximately .75 appointment. Salary by agreement.
Please telephone for further information. Urdang Academy of Ballet and Performing Arts, 20-22 Shelton Street, W.C.2. Tel.: 01-836 5709.

LONDON
Part-time TEACHER for FRENCH "O" and "A" levels with DRAMA for September in small but lively secondary ballet school in Covent Garden. Salary by agreement.
Please telephone for further information. Urdang Academy of Ballet and Performing Arts, 20-22 Shelton Street, W.C.2. Tel.: 01-836 5709.

LONDON
Full or part-time TUTORS required for September in MATHEMATICS, SCIENCES, ACCOUNTS, ECONOMICS, BUSINESS STUDIES and other subjects. Fair pay, plus profit sharing.
Capital Tutorial College, 600 Chesham House, 150 Regent Street, London W1R 5FA. Tel. 01-439 6388.

LONDON, E.C.1
DALLINGTON SCHOOL
8 Dallington Street
London EC1V 0BQ
Required September 1980, a qualified, experienced TEACHER to work with a mixed ability group aged eight to 11 years. Informal atmosphere, but high academic expectations. Applicants must be flexible, caring and hard working. Visits essential.
Telephone: 01-251 2284.

STOKE-on-Trent
COTTON COLLEGE
Roman Catholic Boarding School for Boys
Wanted urgently for September, GRADUATE TEACHER for either ENGLISH or FRENCH.
Apply the Headmaster, Cotton College, Oakamoor, Stoke-on-Trent ST10 3DP, supplying two references.

SOMERSET
GIRLS' PHYSICAL EDUCATION AND GAMES
Full-time TEACHER required for September, 1980, at LA RETRAITE CONVENT SCHOOL, Oxford Street, Burnham-on-Sea, Somerset.
Burnham Scale.
Apply immediately to Headmistress. Telephone Burnham-on-Sea (0278) 783968.

SUFFOLK
ST. GEORGE'S SCHOOL
Boys' Boarding School (8 to 18) expanding into larger premises, requires additional staff for September, 1980:
MATHEMATICS (two posts) SCIENCE, PHYSICS preferred, music, chaplain.
Games (to coach cricket, rugger, hockey to high level) could be split and combined with academic posts.
"A" level teaching could become available to suitable applicants for the academic posts.
Residential positions available to those willing and able to undertake the extra duties involved.
Apply in writing to the Headmaster, St. George's School, Wicklewood, Wymondham, Norfolk, with telephone number, full curriculum vitae and names, addresses and telephone numbers of at least two referees.

SUFFOLK
Residential teaching vacancies for September, 1980, FRENCH and SCIENCE (to "O" level standard). American co-educational boarding school. Applicants to live-in and assist with boarding duties in boys' boarding area.
Apply in writing to the Head Teacher, Herringswell Manor School, Nr. Bury St. Edmunds, Suffolk.

SUSSEX
Broomham, Guestling, Hastings, Sussex TN35 4LT.
Junior RESIDENT ASSISTANT required for Christmas Term for coaching establishment preparing young students for the Common Entrance Examination and G.C.E. "O" levels. The post could be either permanent or temporary.
Kindly write to the Headmaster, Broomham, Guestling, Hastings, East Sussex, TN35 4LT.

A GIRLS' PRIVATE SCHOOL in London N16 requires in September a teacher for Infants and a teacher for their Junior Dept. Phone for interview appointment 800 8612.

BUSINESS LECTURERS to teach ACCA, ABE, Marketing and supporting subjects part-time (day-time only). £7.00 per hr. Please write to: City Tuition Centre, 67-85 Seven Sisters Road, N7. Tel.: 263 5937/8.

MATHEMATICS and CHEMISTRY: Experienced Tutor to "A" level required full-time (25 hours) from September, 1980. Please contact 01-727 7437.

QUALIFIED, experienced teacher wanted September for five or seven-year-olds. Please apply with curriculum vitae and testimonials to: Principal, 60 Bassett Road, London W.10.

REQUIRED for September, a teacher of United States History and Religious Studies. Applicant should also be qualified to coach a basketball team. School follows American programme for students at the secondary level. Salary equivalent to Burnham Scale. Applications in writing with curriculum vitae to Box Number TES 3848 The Times WC1X 8EZ. Closing date July 16, 1980.

F.I.S. have vacancies for TEACHERS and MATRONS requiring posts in Independent Schools. Reply with S.A.E. to the Organising Secretary, Pool Cottage, Billingshurst, West Sussex.

Preparatory Schools

Headships

HEREFORD
MARGARET ALLEN PREPARATORY SCHOOL
Applications are invited for the HEADSHIP of this day school of approximately 160 girls aged 5-11 for January, 1981. Salary in excess of Burnham at the appropriate scale.
Information is available from Mrs Hurlion, Byford House, Byford, Hereford HR4 7SD.
Closing date for applications: August 15, 1980.
Interviews will be at the beginning of the first week of September.
Applications, with full curriculum vitae and names and addresses of three referees should be sent to Mrs. Hurlion at the above address.

By Subject Classification

Classics

Other Assistants

SOMERSET
PYRLAND HALL
Taunton
Preparatory school to King's College
Young, qualified TEACHER to take charge of CLASSICS and teach a little French if possible, required in January (September, 1980, possible). Small classes, lovely countryside, well-equipped school. Single residence possible.
Please apply with curriculum vitae to Headmaster, Pyrland Hall, Taunton, Somerset. (Tel.: 0823 72431.)

WARWICKSHIRE
LATIN TEACHER required for large Midland co-educational Preparatory School. Ability to cope with sports or extra curricular activities necessary. Salary as per Burnham. Accommodation available.
Please write stating references and curriculum vitae to the Headmaster, Emscote Lawn, Warwick. (Tel. 0926 41961).

Mathematics

Heads of Department

BERKSHIRE
Required for September 1980 HEAD of MATHEMATICS to teach to Public School Scholarship standard.
Salary: Burnham Scale 2. Accommodation provided.
Apply in writing with curriculum vitae and names of two referees to the Headmaster, St. Piran's School, Maidenhead SL6 7LZ.

STAFFORDSHIRE
S. CHAD'S CATHEDRAL SCHOOL
Lichfield
(I.A.P.S. Co-educational day and boarding Preparatory school)
Applications are invited from GRADUATE or qualified TEACHERS for the post of HEAD of MATHEMATICS which becomes vacant in September, 1980.
This is a permanent post but a temporary appointment would be considered.
The work involves teaching Mathematics throughout the school to C.E.E. and P.S.S. level and the usual boarding school duties.
A willingness to help with Games would be an advantage. Single accommodation available.
It is possible that for an ordained applicant the above post could be coupled with that of SCHOOL CHAPLAIN and/or PRIEST VICAR at Lichfield Cathedral, in which case a house may be available for a married person.
Please apply with curriculum vitae and the names and addresses of two referees to the Headmaster, St. Chad's Cathedral School, The Close, Lichfield, Staffordshire WS13 7LH. Telephone Lichfield 23326.

Modern Languages

WILTSHIRE
SANDROYD SCHOOL
Tollard Royal, Salisbury. TEACHER of qualified, enthusiastic, September, 1980, FRENCH, required for this I.A.P.S. school, [illegible] boarders. Subsidiary Latin an asset: games and extra mural activities essential.
Write for details to Headmaster.

EDUCATION DEPARTMENT
Appointment of
PERIPATETIC LECTURER
Grade II for duties in
PRISON SERVICE ESTABLISHMENTS

Applications are invited from men and women with teaching qualifications and suitable experience for the post of Peripatetic Lecturer, Grade II, for duties in prison service establishments in the mid-Kent area. The holder of this post will be based at the Mid-Kent College of Higher and Further Education. Salary: Burnham Further Education Lecturer, Grade II, scale (£4,851 to £7,794—under review).

Application form and further particulars (enclose s.a.e.) obtainable from County Education Officer (Ref TI), Springfield, Maidstone, Kent ME14 2LJ, to whom completed forms should be returned by 31st July, 1980.

KENT COUNTY COUNCIL

Royal National Institute for the Blind
Hethersett Centre for Visually Handicapped Young People
Gatton Road, Reigate, Surrey

Appointment of Principal

The Principal of Hethersett Centre will be retiring in August, 1981, and applications are invited for appointment as his successor from 1st April, 1981.

Hethersett offers a programme of continued education, vocational assessment and guidance to 42 visually handicapped young people aged 16 to 19, to help them towards choosing the most suitable type of occupation. Students are also helped to gain confidence in self-sufficiency and social skills. The centre, which is residential, is one of two which serve the whole of the United Kingdom.

The successful applicant will have had experience of work with young people, not necessarily as a teacher, and will be familiar with current practice in vocational assessment and training. Some experience of residential work is desirable, but while experience of work with the visually handicapped would be an asset it is not essential. The incoming Principal will spend much of the summer term visiting schools for the blind and other associated centres.

Salary Burnham 3(S) (currently £7,125 to £7,794) and free self-contained accommodation and board for the Principal and family. Further particulars available from the Director General, R.N.I.B. (ref EO), 224 Great Portland Street, London W1N 6AA, to whom applications (no forms) should be sent by 15th August, 1980.

City of Manchester Education Committee

Openshaw Technical College
Whitworth Street,
Openshaw, Manchester M11 2WH
Tel: 061-223 8282

Required from 1 September, 1980.

Head of Department (Grade III)
Mechanical Engineering Construction
The department provides courses in heating, ventilating, air conditioning and refrigeration and vehicle body engineering.

Head of Department (Grade III)
Industrial and Commercial Studies
This is a newly formed department arising out of college reorganization and will offer courses in industrial finishing, signwriting, jewellery, horology and business management and safety studies.

Further details and application forms from the Senior Administrative Officer at the College. Quote ref FE 279.
Closing date 25 July, 1980.

INDEPENDENT
continued

Music

Heads of Department

FOLKESTONE
DOVER COLLEGE JUNIOR SCHOOL
IAPS Coeducational
DIRECTOR of MUSIC required in 1981 to lead a department of three (plus many visiting instrumentalists).
Further particulars from Headmaster, 58 Shorncliffe Road, Folkestone, Kent.

Other Assistants

BERKSHIRE
Required for September 1980:
(i) VIOLIN TEACHER one and a half days a week.
(ii) OBOE BASSOON TEACHER three hours a week.
Apply to the Headmaster, St. Piran's School, Maidenhead. Telephone: Maidenhead 27316.

LONDON
GLENDOWER PREPARATORY SCHOOL
87 Queens Gate, SW7
Telephone: 01-370 1927
A fully qualified and experienced MUSIC TEACHER required in January, 1981, to teach music throughout the school (aged four to 12).
Apply in writing with curriculum vitae and names of two referees to The Headmistress, Glendower Preparatory School, 87 Queens Gate, London SW7.

Physical Education

DEVON
WOLBOROUGH HILL SCHOOL
Newton Abbot
(I.A.P.S., 175 boys)
Required in September 1980 a qualified P.E. SPECIALIST to teach this subject throughout the school, and to assist with the coaching of the major games.
Resident post, Burnham Salary Scale, Government Superannuation.
Large sports hall, heated swimming pool.
Written applications with names of two referees to the Headmaster.

Science

Heads of Department

SOMERSET
TAUNTON SCHOOL and
TAUNTON JUNIOR SCHOOL
H.M.C. and I.A.P.S. Schools of 600 and 250 pupils respectively
Required for September, 1980, or January, 1981, a qualified SCIENCE TEACHER to teach Physics and Chemistry to "O" level, but primarily to take charge of Science in the Junior School. Some boarding duties would be required and the ability to help with games is desirable.
Please apply to the Headmaster of Taunton Junior School, Staplegrove Road, Taunton, Somerset, with curriculum vitae and the names, addresses and telephone numbers of two referees.

Other Assistants

CAMBRIDGESHIRE
THE KING'S SCHOOL
Ely, Junior School
(I.A.P.S. Co-educational Boarding and Day: 8-13)
Required for September: Qualified TEACHER to take charge of Junior school SCIENCE to Common Entrance and Scholarship standard.
The ability to coach rugby and a willingness to help with other games would be advantageous. The successful applicant will be asked to undertake duties in a boys' boarding house. Single accommodation available.
Salary in accordance with the Ely Salary Scale.
Applications giving names and addresses of two persons to whom reference may be made, should be addressed to the Headmaster, from whom further details are available.

CHESHIRE
THE RYLEYS
Alderley Edge.
(I.A.P.S. 200 boys)
Required in September 1980 or January 1981 qualified SCIENCE TEACHER to take charge of subject and teach General Science to C.E. and P.S.S. standard in Boys Day Preparatory School with some weekly boarders.
Burnham Scale. Government Superannuation. Non resident or Board available.
Please apply immediately with curriculum vitae and two referees to the Headmaster.

CHINGFORD
NORMANHURST SCHOOL
BIOLOGIST
See main advertisement under Independent.

Other than by Subject Classification

BERKSHIRE
ST ANDREW'S SCHOOL
Buckhold, Pangbourne, Reading
RG8 8QA
IAPS, AHMPS (Assoc) 1981, 165 (?) Required for January, Senior MATHEMATICS and to teach PHYSICS to Public School and Common Entrance Scholarship levels.
Coeducational day and boarding school in country setting, with its own purpose-built laboratory. Ability to help with games highly desirable. Accommodation available. Government superannuation, salary by arrangement.
Apply in writing to the Headmaster.

BERKSHIRE
HAILEYBURY JUNIOR SCHOOL
Windsor
I.A.P.S. Boarding and Day School
Required for September, 1980, a resident single assistant TEACHER of GENERAL SUBJECTS ready to be fully involved in school life, and to coach major games. Salary Haileybury Scale with Government Superannuation.
Application with curriculum vitae and the names, addresses and telephone numbers of two referees to the Headmaster, Haileybury Junior School, Windsor, Berkshire SL4 3RS.

DORSET
THE PREPARATORY SCHOOL
Sherborne, Dorset DT9 3NY
Required for September: JUNIOR FORM TEACHER (seven to eight year olds) probably a one year appointment only. Ability to help with Girls' Games important. Burnham Scale 1. Government superannuation. Accommodation available.
Please write with curriculum vitae and names and telephone numbers of referees to: The Headmaster, The Preparatory School, Sherborne, Dorset DT9 3NY.

FOLKESTONE
DOVER COLLEGE JUNIOR SCHOOL
IAPS Coeducational
GENERAL SUBJECTS TEACHER required in September for class of eight to nine-year-old children. Resident post, with free full board accommodation in term time in exchange for some boarding supervision.
Application with curriculum vitae to Headmaster, 60 Shorncliffe Road, Folkestone, Kent.

HERTFORDSHIRE
HABERDASHERS' ASKE'S SCHOOL
Elstree, Herts, WD6 3AF
(HMC, DG, 1,300 boys, 300 in sixth)
Required for September a TEACHER qualified for JUNIOR GENERAL SUBJECTS including P.E. Games/Swimming, in the Preparatory Department (ages 7-11), to be in charge of a form of 7 year old boys. Temporary appointment in the first instance, with possibility of permanency.
Salary generously based on Burnham with good London allowance. Newly qualified teachers are welcome to apply. Removal expenses paid within limits on permanent appointment.
Apply without delay to the Headmaster with full tabulated c.v. and names of referees.

LONDON
THE SPANISH BI-LINGUAL SCHOOL
131 Charlton Road, London SE7
Requires in September 1980 a Primary school TEACHER. A knowledge of Spanish will be taken into consideration.
Apply with curriculum vitae to: Education Office, Spanish Embassy, 102, Earl's Court Road, London W8.

LONDON, E.C.1
DALLINGTON SCHOOL
8 Dallington Street, London,
EC1V 0BQ
Required for September 1980, a part time NURSERY INFANT TEACHER to work co-operatively with groups of children aged 2½ to 5 years.
Visits essential.
Telephone 01-251 2284.

MANCHESTER
MOOR ALLERTON SCHOOL
131 Barlow Moor Road,
Manchester M20 8PW
Boys' preparatory day school requires for September (or as soon as possible thereafter) two full-time TEACHERS to offer one or more of the following subjects: ENGLISH, MUSIC, GEOGRAPHY, ART. Ability to take games preferred.
Burnham scales.
Apply in writing with names and addresses of two referees to the Headmaster, Moor Allerton School, 131 Barlow Moor Road, Manchester M20 8PW.

NORTH DEVON
WEST BUCKLAND SCHOOL
Barnstaple
PREPARATORY DEPARTMENT
Temporary post for one year for ASSISTANT to teach GENERAL SUBJECTS. Help with games a strong recommendation. Salary Burnham plus extra allowance. Accommodation available for bachelor.
Apply by letter to the Headmaster, enclosing curriculum vitae and names of two referees.

NORTH DEVON
ST. MICHAEL'S
Tawstock Court, Barnstaple,
North Devon EX31 3HZ
Barnstaple 3442
Junior GENERAL SUBJECTS TEACHER required for September, 1980, at Boys'/Girls' Boarding Preparatory school. Burnham Scale. Resident or non-resident post.
Applications in writing with full curriculum vitae and names of two referees to the Headmaster, St. Michael's, Tawstock Court, Barnstaple, North Devon.

SCOTTISH BORDERS
BOYS' PREPARATORY SCHOOL
Required in September to teach boys between the ages of six to nine years, a qualified TEACHER for GENERAL SUBJECTS and particularly music (organist preferred). Must be prepared to assist with usual games and duties of a boarding school. Single accommodation available.
Apply in writing to the Headmaster, St. Ninian's School, Moffat, Dumfriesshire, with the names and addresses of two referees plus curriculum vitae.

SURREY
BELMONT SCHOOL
Feldemore, Holmbury St. Mary,
Dorking, Surrey
I.A.P.S. school requires in September TEACHER for Middle School GENERAL SUBJECTS, including some science. Burnham salary. Government superannuation. Help with games an advantage; accommodation available.
Apply: Headmaster, Belmont School, Holmbury St. Mary, Dorking, Surrey.

SURREY
NOWER LODGE SCHOOL
Coldharbour Lane, Dorking, Surrey
Tel.: Dorking 882448
Required in September, qualified or experienced TEACHER to teach class of children aged five to six in I.A.P.S. Day Preparatory School. Ability to help with games an advantage.
Apply with references and all relevant details to the Headmaster, Nower Lodge School, Dorking, Surrey.

Colleges of Further Education

Heads of Department

BERKSHIRE
COUNTY COUNCIL
READING COLLEGE OF TECHNOLOGY
DEPARTMENT OF CIVIL, MECHANICAL AND PRODUCTION ENGINEERING
Required as from 1st September 1980, a LECTURER Grade LII/SL to teach the practice and related studies of the CGLI 205 Mech. Eng. CRAFT STUDIES Course mainly at Parts II and III.
Applicants should have relevant industrial and teaching experience, a keen interest in mechanical engineering workshop practice and in the organisation and day to day running of a varied and busy mechanical engineering workshop.
Further details may be obtained from the Principal, Reading College of Technology, King's Road, Reading RG1 4HJ, to be returned within 14 days of the appearance of this advertisement.

City of Manchester Education Committee

The Wythenshawe College of Further Education
Moor Road, Manchester M23 9BQ
Tel.: 061-902 0131
Required from 1 September, 1980:

Department of Engineering (FE 273)
Lecturer, Grade 1, Electrical/Electronic Engineering to teach electrical subjects, including light current applications to students on the O.N.D. Technology (Eng.) T.E.C. and Elect./Mech. craft courses.
This appointment will involve conditions of service applicable to 48 week year courses.
Lecturer, Grade 1, Mechanical Engineering, F6283, to teach Workshop Practice and associated engineering subjects to students on the E.I.T.B., Mechanical Craft Studies and T.E.C. courses. This will involve conditions of service applicable to 48 week year courses.

Department of General Studies (FE 274)
Lecturer, Grade 1, to teach mainly B.E.C. General and R.S.A. Secretarial students Typewriting, Book-keeping, Commerce and Office Practice.

Application forms and further details from the Senior Administrative Officer at the College. Closing date 25th July, 1980.

LEIGH COLLEGE
Department of Engineering and Building

LECTURER II CONTROL/INSTRUMENTATION

Required to teach control/instrumentation theory and practice on TEC and HTC courses in Electromechanical and Production Engineering.
There will also be considerable involvement in the further development of the new instrumentation/control laboratory. The person concerned will be expected to maintain and develop links with local industry by means of short courses. Experience of microprocessors applications in this area would be an important advantage.
Candidates should have relevant industrial experience and possess an Engineering degree and/or membership of an appropriate Professional Institution.
Further particulars and application forms available from The Principal, Leigh College, Railway Road, Leigh, WN7 4AH, to whom they should be returned within ten days of the appearance of this advertisement. (A28)

LECTURER I MATERIALS TECHNOLOGY

Required to teach the subject at TEC Certificate and Higher Certificate Level.
The successful candidate will be required to assist with project work in the general fields of mechanical/production and electrical engineering.
Applicants should have relevant industrial experience and graduate status.
Further particulars and an application form are available from the Senior Administrative Officer, Leigh College, Railway Road, Leigh WN7 4HA, to be returned within 14 days of the appearance of the advertisement. (A28)

WIGAN Metropolitan Borough

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ilea colleges
INNER LONDON EDUCATION AUTHORITY

AVERY HILL COLLEGE
Bexley Road, Eltham, London SE9 2PQ
Principal: Mrs. K. E. Jones, M.A., B.Litt.
Required in September, 1980, for one year a LECTURER II in GEOGRAPHY. Applicants should be well qualified graduates with expertise in Human Geography and, preferably, some recent teaching experience.
Salary scale: Lecturer II £4,851 to £7,794 plus £609 Inner London Allowance, subject to formal approval.
Application forms and further details are available from the Principal to whom completed forms should be sent within 14 days of publication of this advertisement.

PADDINGTON COLLEGE
Paddington Green, London W2 1NB
Department of Continuing Education
Required for September 1, 1980, LECTURER Grade 1 to teach MATHEMATICS on a range of courses up to and including a substantial amount of "A" level GCE work. Ability to teach COMPUTING an advantage. This is a temporary full-time appointment for one year. A temporary full-time appointment for the Autumn Term only could also be considered. Candidates should preferably be graduates and have teaching qualifications and/or experience. Salary (subject to formal approval) on an incremental scale within the range £3,777 to £6,498, plus £609 Inner London Allowance, starting point depending on qualifications, training and experience.
Further details and application forms from the Secretary to the Department (Ref. : O/38W) at the college.

HACKNEY COLLEGE
Dalston Lane, London E8 1LJ
Department of Electrical Engineering
LECTURER I in ELECTRONICS required as soon as possible. Applications are invited to teach Electronics to students on the City and Guilds Electronic Servicing Course No. 224 and TEC courses. A qualification or experience on television (monochrome or colour) would be an advantage.
Applicants should hold an HNC or City and Guilds Full Technological Certificate and have suitable industrial experience.
Salary on an incremental scale within the range of £3,777 to £6,498 (plus £609 Inner London Allowance) starting point depending on qualifications, training and experience. Salary scale in accordance with Burnham interim award and subject to formal approval.
Applications obtainable from/returnable to: Senior Admin. Officer at the college (Tel.: 985 8484, Ext. 219).
Closing date 14 days from appearance of advertisement.

SOUTH EAST LONDON COLLEGE
Lewisham Way, London SE4 1UT
Department of Communication and Liberal Studies
LECTURER II in GENERAL AND COMMUNICATION STUDIES (Ref. CLS. 58) to teach on TEC courses in Mechanical, Electrical and Construction departments and to liaise with vocational departments in the coordination of Higher TEC courses.
Applicants should be qualified teachers with experience in relevant areas of the work.
Salary scales in accordance with the Burnham (F.E.) report: Lecturer II—£4,851 to £7,794 (plus £609 Inner London Allowance). Subject to formal approval.
Assistance may be given towards household removal expenses.
Application forms, returnable within two weeks of the date of this advertisement, and further particulars from the Senior Administrative Officer at the college. It is essential to quote the reference number.

COLLEGES OF FURTHER EDUCATION
continued

BARKING AND DAGENHAM
(London Borough of)
BARKING COLLEGE OF TECHNOLOGY
DEPARTMENT OF SCIENCE AND MATHEMATICS
LECTURER Grade 1 in CHILD DEVELOPMENT required for September 1980, to teach early childhood education and similar NNEB courses and aspects of the Home and Society section of the NNEB syllabus. Applicants should be Nursery/Infant teacher trained.

Burnham Salary Scale—£3,777 to £6,498 per annum plus £609 per annum London Weighting. Salary will be according to experience and qualifications. Further salary increase pending.

Requests for application forms and further details must be accompanied by a S.A.E. and sent to The Administrative Officer, Barking College of Technology, Dagenham Road, Romford, RM7 0XU. Completed forms must be returned within 14 days of the appearance of this notice.

BARKING AND DAGENHAM
(London Borough of)
BARKING COLLEGE OF TECHNOLOGY
DEPARTMENT OF ENGINEERING
LECTURER. Grade 1, ENGINEERING (two posts).

Courses in both Mechanical and Electrical Engineering provide the relevant further education for Engineering Technicians and Craftsmen. Applications are invited from suitably qualified persons with considerable relevant industrial experience. Applicants should state the area of work in which they are suited and also the subjects they can offer.

Burnham Salary Scale, £3,777 to £6,498 per annum plus £609 per annum London weighting. Further increase pending. Salary will be in accordance with experience and qualifications.

Requests for application forms and further details must be accompanied by a stamped and self addressed envelope and sent to: The Administrative Officer, Barking College of Technology, Dagenham Road, Romford RM7 0XU. Completed forms must be returned within 14 days of the appearance of this notice.

EAST SUSSEX
COUNTY COUNCIL

Eastbourne College of Further Education
St Anne's Road, Eastbourne BN21 2HS
Telephone: Eastbourne (0323) 22704

Required from September 1, 1980

LECTURER 1 — CHEMISTRY
LECTURER 1 — OFFICE SKILLS

Salary Scale: £3,777 to £6,498

Application forms and further particulars from the Principal. Closing date 14 days from the appearance of this advertisement.

Gwent
County Council

GWENT EDUCATION COMMITTEE
Required for 1st September, 1980.
Applications are invited from qualified teachers for the following vacancies:

CROSSKEYS COLLEGE
(a) Lecturers in BUSINESS STUDIES. Graduates of qualified teaching status required to teach a range of business studies subjects, including the administration of public services, health services, commerce and business studies. A background of business with a knowledge of public administration is essential, whilst the ability to teach economics or law would be advantageous.
Qualified Accountant required to develop accountancy courses in the College, particularly for B.E.C. and 'A' level students.
One course will be at senior lecturer level and the other at lecturer 2 level.
(b) Lecturer 2 in BUSINESS STUDIES specialising in secretarial skills. Applicants should be qualified teachers able to teach typewriting, shorthand and secretarial duties.
(c) Lecturers 1 in BUSINESS STUDIES specialising in secretarial skills (2 posts). Applicants should be able to teach shorthand, typewriting, commerce and office practice.
(d) Lecturer 2 in MUSIC. Applicants should be Honours Graduates in Music with experience of teaching to 'O' and 'A' levels.
(e) Lecturer 2 in COMPUTING. Applicants should be Honours Graduates with experience of Computing and ability to develop courses in Computer Science to a range of students.

NORTH GWENT COLLEGE OF FURTHER EDUCATION, EBBW VALE
Lecturer 1 in ENGLISH AND GENERAL STUDIES. The successful applicant will be required to teach English to 'O' level and a wide range of B.E.C. and Tech. courses in the areas of English Language and General/Communication studies. Ability to work in related areas such as Social and Life Skills will be an advantage.

SOUTH GWENT COLLEGE OF FURTHER EDUCATION, NEWPORT
Lecturer 1 in LAW. Applicants should be appropriately qualified to teach Law to the standard required for G.C.E. 'A' level, B.E.C. National Diploma and Certificate and the Foundation Courses of the professional associations. Candidates must also be able to offer at least one other subject of relevance to Business Studies such as Business Economics, Public Administration, Pitman 2000 or New Era shorthand and to assist with the teaching of English and Communication Skills to secretarial students. Applicants should have recent business experience and hold a R.S.A. teacher's Certificate in Shorthand, Typewriting or Office Practice.

Application forms and further information obtainable from the undersigned on receipt of stamped, addressed envelope should be returned to the College concerned by the 25th July, 1980.
Successful applicants will be required to submit a satisfactory medical report on appointment.

E. H. LOUDON, Director of Education, Education Department, County Hall, Cwmbran, Gwent. NP44 2XG.

BIRMINGHAM
BOURNVILLE COLLEGE OF FURTHER EDUCATION
Bristol Road South, Birmingham B31 2AJ
Telephone: 021 476 6211
LECTURER 1 in BUSINESS STUDIES
Applicants should possess a degree or professional qualification, be teacher trained, be acquainted with the content and philosophy of B.E.C. courses, and, ideally, be able to teach either Accounts, Economics or Law.
Salary Scale: £3,777 to £6,498 (under review).
The post is tenable from 1 September 1980.
Application forms and further details are obtainable from the Principal to whom they should be returned as soon as possible.

CORNWALL
EDUCATION COMMITTEE
FALMOUTH SCHOOL OF ART
Part-time LECTURER in PHOTOGRAPHY and FILM
Applications are invited for the above post from practising artists capable of teaching in the Photography and Film area, which is a component part of the Degree Course in Fine Art.
The part-time lecturer will be paid on lecturer grade one scale for 10 hours a week. The post is for one year only in the first instance, from September, 1980 until July, 1981, with a possible extension for a second year.
Application forms are available from the Principal, and completed forms, together with no more than 12 slides/photographs of work, should be sent to the Principal, Falmouth School of Art, Woodlane, Falmouth, Cornwall TR11 4RA.
Applications must be received within two weeks of the appearance of this advertisement.

CUMBRIA
COUNTY COUNCIL
CARLISLE TECHNICAL COLLEGE
Victoria Place, Carlisle
DEPARTMENT OF FOOD AND HEALTH STUDIES
Required as soon as possible after 1 September, 1980 —
(i) SENIOR LECTURER to teach HEALTH and/or SOCIAL WORK subjects up to advanced level, and to be responsible for general administration of the Health Section.
(ii) SENIOR LECTURER to teach CATERING subject up to advanced level, and to be responsible for general administration of the Food Section.
Salary Scale Senior Lecturer £7,191–£8,433 (under review).
Further information and application forms, returnable by Friday, 1 August, 1980, from the Principal.

DERBYSHIRE
LECTURER I FOR MECHANICAL/PRODUCTION ENGINEERING
Applications are invited for the above post to commence in September 1980 or as soon as possible thereafter.
The successful applicant will join the Technician Engineering section of the Department of Engineering Technology. He/she will be able to teach subjects at levels 1, 2, and 3 of the TEC General Engineering Certificate and Diploma Programmes including Engineering Technology, Engineering Design and Materials, Manufacturing Technology and Engineering Drawing.
Applicants should possess a degree or equivalent qualification in Mechanical/Production Engineering. Industrial experience is desirable. A Certificate of Education is also desirable but a successful candidate without this qualification would be required to take an Inservice Cert. Ed. course.
The salary for the post will be in accordance with the scales for teachers in FE, viz. LECTURER I £3,777 to £6,498 (in the light of present negotiations these scales will be increased from September).
Application forms and further particulars may be obtained from the Chief Administration Officer, Derby College of Further Education, Wilmorton, Derby, DE2 8UG. Completed forms should be returned within 14 days of the appearance of this advertisement. Previous applicants need not re-apply.

EDMONTON
COLLEGE OF FURTHER EDUCATION
Montagu Road, Edmonton
London N18 2LY
LECTURER I in PHYSICAL EDUCATION and RECREATIONAL ACTIVITIES for male students (Ref. G510) required from September 1980, or as soon as possible thereafter.
Salary scale: Lecturer Grade I, £4,176 to £6,846 (including London Weighting).
Application forms and further details may be obtained, on receipt of a S.A.E., from the Principal, to be returned by July 25, 1980.

HAMPSHIRE
SOUTHAMPTON TECHNICAL COLLEGE
DEPARTMENT OF GENERAL STUDIES
Post No. 649
LECTURER I, DRAMA, required 1st September, 1980, or as soon as possible thereafter, a lecturer to take charge of the Drama Section. Preparing students for the G.C.E. "A" level in Theatre Studies, G.C.E. "O" level in Drama and College Diploma.
Salary Scale for Lecturer Grade I—£3,777 to £6,498.
Application forms and further details available from the Principal, Southampton Technical College, St. Mary Street, Southampton, SO9 4WX (enclosing foolscap S.A.E.) to whom completed forms should be returned within 14 days of the appearance of this advertisement.

HARROW
COLLEGE OF FURTHER EDUCATION
DEPARTMENT OF BUSINESS STUDIES
LECTURER Grade 1 in SECRETARIAL STUDIES
Required from September 1, 1980 or as soon as possible afterwards to teach up to R.S.A. Stage III and B.E.C. National levels.
Closing date July 22, 1980.
Application forms and further details from:—
Principal's Secretary, Harrow College of Further Education, Uxbridge Road, Hatch End, Middx. Telephone: 01-428 0121.

HENLEY
COLLEGE OF FURTHER EDUCATION
Applications are invited for the following post available from September 1:
LECTURER Grade 1, to teach COMPUTER PROGRAMMING and DATA PROCESSING over a range of courses, up to "A" level standard. A significant proportion of the work would be with mature students.
Applicants should preferably have a knowledge of Basic and Cobol and experience in commercial applications.
Salary within the range £3,777 to £6,498 per annum.
Applications and further particulars from: The Principal, Henley College of Further Education, Henley Road, Bell Green, Coventry CV2 1ED.
Closing date: July 28, 1980.

HEREFORD AND WORCESTER
COUNTY COUNCIL
WORCESTER TECHNICAL COLLEGE
DEPARTMENT OF CATERING
LECTURER, Grade I
PROFESSIONAL COOKERY
Applications are invited for the above post which is available from September 1, 1980, to teach mainly PASTRY WORK and allied subjects to full-time catering students on City and Guilds Craft and TEC Diploma courses.
Candidates must be suitably qualified, experienced in high class patisserie work and preferably have had previous teaching experience.
Salary: Lecturer Grade I Scale, £3,777 to £6,498 (subject to review). (Position on scale is dependent upon qualifications and experience.)
Further details and application forms can be obtained from the Principal, Worcester Technical College, Deansway, Worcester, upon receipt of a foolscap stamped addressed envelope.

HERTFORDSHIRE
COUNTY COUNCIL
CASSIO COLLEGE
Langley Road, Watford,
Hertfordshire
DEPARTMENT OF FOOD INDUSTRIES
Required for the beginning of September 1980
LECTURER Grade I in BAKERY and CONFECTIONERY STUDIES to teach the theory and practice of Breadmaking and Flour confectionery to full-time and day release students studying for the City and Guilds Certificate examinations No 180 Part I and II, and 133 Technician Certificate.
Applicants should be suitably qualified and should have first-class professional experience in the Baking industry.
Salary: Burnham Technical Scale.
Further details and application form (returnable as soon as possible) from The Principal. Telephone Watford 40311.

HERTFORDSHIRE
COUNTY COUNCIL
CASSIO COLLEGE
Langley Road, Watford WD1 3RH
DEPARTMENT OF BUSINESS AND SECRETARIAL STUDIES
Required from 1 September, 1980, LECTURER, Grade I, in BUSINESS SUBJECTS to teach students following BEC National Diploma and LCC Secretarial Courses. The tutor appointed will be expected to offer at least two of the following subjects: Structure of Business, Applied Statistics, Business Law, Administration in Business.
Salary: Burnham Technical Scale plus London Fringe Allowance.
Full details and application form from the Principal. Telephone Watford 40311.

HERTFORDSHIRE
DE HAVILLAND COLLEGE
The Campus, Welwyn Garden City, Hertfordshire
Required for September:
DEPARTMENT OF COMPUTER STUDIES
(based at Elstree Way, Borehamwood)
LECTURER II. Must have Data Processing experience, preferably at a systems level and a knowledge of COBOL. To join a team developing a BEC/TEC Higher National Certificate Course with a strong Data Processing bias.
LECTURER I. With a knowledge of Basic and COBOL or Computer Operations of a medium to large and main-frame in a Data Processing environment.
DEPARTMENT OF BUSINESS STUDIES
(based mainly at The Walk, Potters Bar)
LECTURER I for NUMERACY and ACCOUNTING. The Organisation in its Environment, Law and Background to Business. A professionally experienced and teacher trained graduate is preferred.
DEPARTMENT OF ENGINEERING TECHNOLOGY
LECTURER I. To teach MOTOR MAINTENANCE and/or MOTOR BODY REPAIR and Welding in RTITB and Craft Studies courses.
Assistance with removal expenses in approved cases.
Forms and further details from the Principal at the above address (telephone: Welwyn Garden 26318, extension 21).

IPSWICH
SUFFOLK COLLEGE OF HIGHER AND FURTHER EDUCATION
Required for September 1, 1980 or as soon as possible thereafter
LECTURER Grade 1 FOOD PREPARATION to teach students on the CG 706/2 and other courses.
Applicants should hold relevant qualifications. Good hotel experience required with, preferably, teaching qualifications or experience.
Salary Scale £3,768 to £6,438 p.a. under review.
Further details and application forms available from the Principal, Rope Walk, Ipswich, IP4 1LT to whom completed forms should be returned by July 18, 1980. Please quote post number 5.90 and enclose stamped addressed envelope. This is a readvertisement, therefore previous applicants need not re-apply.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
NORTH WEST KENT COLLEGE OF TECHNOLOGY
Principal: D. T. L. Jones
Department of Academic Studies
Applications are invited for the following posts:—
LECTURER Grade II in COMPUTING and MATHEMATICS and Mathematics Section Leader. The person appointed as well as having leadership qualities, will be able to teach Computing and associated subjects. An interest in the development of computer courses would be important.
LECTURER Grade I in BIOLOGY to teach up to G.C.E. "A" level and to pre-Nursing and occupational health courses. Experience in nursing would be an advantage.
Assistance with removal expenses is given in appropriate cases.
Forms of application and further details can be obtained from the Principal, North West Kent College of Technology, Miskin Road, Dartford, Kent DA1 2LU.

THANET TECHNICAL COLLEGE
Applications are invited for the following post (salary scale: £4,800–£7,680), duties to commence from 1st September.
LECTURER II to teach MACHINE ACCOUNTS, BOOKKEEPING and COMPUTER STUDIES to students in the Hotel Reception Course. Industrial experience in hotel and catering work essential.
Application forms and further details (including information relating to the Committee's disturbance allowance) may be obtained from the Principal, Thanet Technical College, Ramsgate Road, Broadstairs, Kent, by whom applications must be received not later than Friday, 25th July, 1980.

WEST KENT COLLEGE OF FURTHER EDUCATION
Tonbridge
LECTURER Grade I required for September, 1980. Full-time graduate teacher, preferably with experience to teach ENGLISH LANGUAGE "O" level and ENGLISH LITERATURE "O" and "A" level.
Further details and application form from The Principal, West Kent College, Brook Street, Tonbridge.

LANCASHIRE
COUNTY COUNCIL
W. R. TUSON COLLEGE
Preston
Division of Creative Arts
Required September 1, 1980:
LECTURER I in ART and DESIGN-PAINTER
Able to offer Print Making or Textile Design.
Forms/further details from Chief Administrative Officer, W. R. Tuson College, St. Vincent's Road, Fulwood, Preston PR2 4UR. (S.A.E. please).
Closing date July 21, 1980.

LANCASHIRE
ROCHDALE TECHNICAL COLLEGE
Required from September 1, 1980, or as soon as possible thereafter, LECTURER I in OFFICE SKILLS. Salary £3,768 to £6,438 (under review).
Further particulars and application forms can be obtained from the Principal, Rochdale Technical College, St. Mary's Gate, Rochdale. Telephone 40491.
Completed application form should be returned by July 25, 1980.

LONDON
HOUNSLOW BOROUGH COLLEGE
DEPARTMENT OF BUSINESS STUDIES
SENIOR LECTURER required to take charge of COMPUTING and DATA PROCESSING. The successful applicant should be able to teach programming in BASIC, COBOL, and computer operations and to supervise work experience programmes.
Salary: £7,785 to £9,165 plus £609 London Weighting (under review).
Further particulars and application form from The Principal, Hounslow Borough College, London Road, Isleworth TW7 4HS, on receipt of S.A.E. Closing date 14 days from appearance of advertisement.

LONDON
Required for September; qualified, experienced TEACHERS of MATHS, PHYSICS, STATISTICS, ACCOUNTS, BUSINESS STUDIES, LAW, ECONOMICS.
"O" and "A" level work available. Good rate of pay.
Further details and application forms from:—The Principal, O.E.I. Education Centre, 3rd Floor, Avon House, 360 Oxford Street, London, W.1. Tel.: 01-493 2691.

LONDON
NATFHE
Unemployed/underemployed Teacher? Looking for part-time F.E./H.E. work in London?
Then why not get on the Inner London NATFHE Register?—It might help.
For details and registration form write to: Register for Unemployed, care of Southwark College, The Cut, London, S.E.1.

LONDON
A private college in Central London requires additional teaching staff in September 1980.
Vacancies exist for successful G.C.E. TEACHERS in ENGLISH LANGUAGE ("O"), MATHEMATICS ("O"), ACCOUNTANCY ("O" and "A"), ECONOMICS ("O" and "A"), and LAW ("O" and "A").
Ideally, applicants will be able to offer two or more of these subjects or levels.
Initial contract will be for part-time work, and attractive rates will be paid to suitable candidates.
Applications should be submitted in writing, giving brief details of qualifications and experience, to Box [illegible], The Times, New Printing House Square, London WC1X 8EZ.

WEST GLAMORGAN
County Council

Teaching/Lecturing Staff

Applications are invited for the following post in the Authority's service to commence in September, 1980, or as soon as possible thereafter.

AFAN DISTRICT APPOINTMENT
(District Education Officer, Afan District Education Office, 40 Talbot Road, Port Talbot, West Glamorgan.)
PORT TALBOT COLLEGE OF FURTHER EDUCATION, Margam, Port Talbot
LECTURER II—MOTOR VEHICLE STUDIES
Lecturer II to take charge of the Motor Vehicle section and to teach Motor Vehicle Mechanics on the City & Guilds Motor Vehicle Craft Studies courses and C.S.E. "Link" courses. Substantial full-time experience of teaching City & Guilds courses is essential for this post and appropriate industrial experience is expected. Additionally, candidates must possess a recognized educational qualification in Motor Vehicle work. (Post Ref. 1-17-80.)

Applications are invited from suitably qualified teachers for the following posts in the Authority's service, to commence in September, 1980, or as soon as possible thereafter.

CENTRAL OFFICE APPOINTMENTS
(Director of Education, Princess House, Princess Way, Swansea.)
CWM NEDD WELSH PRIMARY, Glynneath, Neath (Readvertisement) (Mixed, 181 on roll, age-range 3 to 11 years)
A HEAD TEACHER is required for this GROUP 4 School. (Post Ref. 2-17-80.)

SWANSEA DISTRICT APPOINTMENTS
(District Education Officer, Swansea District Education Office, Princess House, Princess Way, Swansea, West Glamorgan.)
OLCHFA COMPREHENSIVE SCHOOL
Gower Road, Sketty, Swansea
(Mixed, 2,000 on roll, age-range 11 to 18 years)
(i) A well-qualified teacher to teach MATHEMATICS. Sixth-Form work would be available for a suitably qualified teacher (SCALE 1). (Post Ref. 3-17-80.)
(ii) A well-qualified teacher of CHEMISTRY AND GENERAL SCIENCE. An ability to teach a second science to 'O' level would be an additional recommendation (SCALE 1). (Post Ref. 4-17-80.)
BISHOP GORE COMPREHENSIVE SCHOOL
De La Beche Road, Sketty, Swansea
(Mixed, 1,775 on roll, age-range 11 to 18 years)
A suitably qualified teacher to teach METALWORK with AUTO MECHANICS (SCALE 1). (Post Ref. 5-17-80.)
CEFN HENGOED COMPREHENSIVE SCHOOL
Caldicot Road, Winchwen, Swansea
(Mixed, 1,615 on roll, age-range 11 to 18 years)
A suitably qualified teacher as SENIOR HOUSE TUTOR (SCALE 4). Experience and/or an interest in PASTORAL WORK essential. Please state teaching subjects offered. (Post Ref. 6-17-80.)
OYSTERMOUTH JUNIOR COMPREHENSIVE SCHOOL, Newton Road, Oystermouth, Swansea
(Mixed, 433 on roll, age-range 11 to 13)
A well-qualified teacher to teach mainly RELIGIOUS EDUCATION and with the ability to help with ENGLISH (SCALE 1). (Post Ref. 7-17-80.)

GORSEINON DISTRICT APPOINTMENTS
(District Education Officer, Gorseinon District Education Office, Ty Einon, Princess Street, Gorseinon, West Glamorgan.)
PENLAN BOYS' COMPREHENSIVE SCHOOL
Heol Gwyrosydd, Penlan, Swansea, West Glamorgan
(1,320 on roll, age-range 11 to 18 years)
Teacher to share in the teaching of MATHEMATICS to 'O' level. SCALE 2 available for suitably qualified and experienced teacher. (Post Ref. 8-17-80.)

Application forms and further particulars of specific posts are available from the appropriate office shown, whether Central or District. Applicants are requested to forward a stamped addressed envelope quoting the appropriate post reference number.
The CLOSING DATE for the receipt of completed application forms is THURSDAY, 24th JULY, 1980.
JOHN BEALE, Director of Education.

Make sure you see the TES first every week

The best way of making sure you see the TES first every week is to ask your newsagent to keep a copy for you. Simply complete the coupon below and give it to your local newsagent.

Please keep a copy of the Times Educational Supplement for me every week until further notice.
Name __________
Address __________

COLLEGES OF FURTHER EDUCATION
continued

NORTHAMPTONSHIRE
WELLINGBOROUGH TECHNICAL COLLEGE
LECTURER 1 in ELECTRONICS
Required to teach ELECTRONICS and associated subjects to Electronics Technician and Craft students.
Applicants should have appropriate industrial experience and be suitably qualified. A knowledge of microprocessors would be an advantage but not essential.
Salary £3,777 to £6,498 (under review).
Application forms and further particulars obtainable from the Principal, Wellingborough Technical College, Church Street, Wellingborough NN8 4PD. Telephone 0933-224165.

NOTTINGHAMSHIRE
COUNTY COUNCIL
BASFORD HALL COLLEGE OF FURTHER EDUCATION
LECTURER
Grade 1, £3,777 to £6,498 (under review)
GENERAL STUDIES
Required for September 1, 1980, or as soon as possible thereafter in the Department of General Studies. The successful candidate will teach General Studies throughout the college, but particularly with Craft and Technician Courses in the Departments of Building and Building Services Engineering.
Entry point on the salary scale according to qualifications and experience.
Further details and application forms are obtainable from The Principal of the College, Stockhill Lane, Nottingham NG6 0NB. Telephone: Nottingham 704541.
Closing date July 25, 1980.

READVERTISEMENT
NORTH NOTTINGHAMSHIRE COLLEGE OF FURTHER EDUCATION
LECTURER
Grade 1, £3,777 to £6,498 (under review)
HUMAN BIOLOGY
Required for September 1, 1980, or as soon as possible thereafter, in the Department of General Studies and Science to teach mainly up to GCE "A" level. Applicants should be GRADUATES or equivalent. Ideally the successful candidate will have extensive experience in the teaching of pre-nursing students and a Nursing qualification would be advantageous. The possibility of teaching other science subjects exists for a suitably qualified candidate.
Entry point on the salary scale according to qualifications and experience.
Further details and application forms are available from The Principal of North Nottinghamshire College, Carlton Road, Worksop, Notts S81 7HP. Telephone: Worksop 473561.
Closing date July 25, 1980.

PORTLAND TRAINING COLLEGE FOR THE DISABLED
LECTURER
Grade 1, £3,777 to £6,498 (under review)
MATHEMATICS
Required to commence at the beginning of the autumn term, 1980, or as soon as possible thereafter, in the Further and Adult Education Department of the college to teach physically handicapped students in the age range 16 plus. Applicants should be qualified teachers. A qualification relevant to the teaching of the handicapped would be advantageous but is not essential.
Entry point on the salary scale according to qualifications and experience.
Application forms and further [illegible]
Closing date July 25, 1980.

SEFTON
(Metropolitan Borough of)
HUGH BAIRD COLLEGE OF FURTHER EDUCATION
[illegible]

SHREWSBURY
SHREWSBURY COLLEGE OF ARTS AND TECHNOLOGY
London Road, Shrewsbury
[illegible]

SHREWSBURY
SHREWSBURY COLLEGE OF ARTS AND TECHNOLOGY
London Road, Shrewsbury
[illegible]

SOMERSET
SOMERSET COLLEGE OF ARTS AND TECHNOLOGY
Taunton
[illegible]

SUFFOLK
LOWESTOFT COLLEGE OF FURTHER EDUCATION
Applications are invited for the following post which is available from October 1 1980: HEAD OF DEPARTMENT of MARITIME STUDIES (Grade IV Department).
The successful applicant will be responsible to the Principal for the management of the Department which caters for a wide range of courses in the Merchant Navy, Fishing and Offshore Oil and Gas industries. He/she should be well qualified in a suitable marine discipline and should have extensive relevant teaching and administrative experience.
Salary in accordance with Burnham Scale for Teachers in Establishments of Further Education, which as from September 1 1980 will be: £10,386 to £11,643 (under review).
Further particulars and application form (returnable by August 1st) may be obtained, upon receipt of large S.A.E., from the Principal, Lowestoft College of Further Education, St. Peter's Street, Lowestoft, Suffolk NR32 2NB.

SURREY
EDUCATION COMMITTEE
NORTH EAST SURREY COLLEGE OF TECHNOLOGY
Reigate Road, Ewell
Surrey KT17 3DS
The following post is available from September 1, 1980, or as soon as possible thereafter:
LECTURER I in GENERAL MICROBIOLOGY. Temporary.
This appointment is being made to cover a member of staff on study leave and will commence from September 1, 1980, or as soon as possible thereafter and will not extend beyond August 31 1981.
Salary: Lecturer 1, £4,071 to £7,005 p.a. plus increase approved in the 1980 Burnham (F.E.) Report plus £177 p.a. London Fringe Allowance.
Stamped addressed envelope, please, for further particulars and application forms from the Vice-Principal.

TAMESIDE
COLLEGE OF TECHNOLOGY
Department of Social Services
LECTURER I
SOCIAL ADMINISTRATION/COMMUNITY STUDIES
The successful candidate should possess qualification in Social Administration and preferably hold a certificate in Education. Post qualification experience in the fields of health/social services/education would be an advantage.
The person appointed will be required to contribute to first level courses for young people wishing to enter the Caring Professions and also to teach mature students attending in-service courses.
Application forms and further details can be obtained from the Principal, Tameside College of Technology, Beaufort Road, Ashton-under-Lyne Lancashire OL6 6NX and should be returned to arrive no later than fourteen days from the appearance of this advertisement. Ref. TE 2415/TES.

WILTSHIRE
THE COLLEGE.
Swindon
DEPARTMENT OF SCIENCE AND HUMANITIES
LECTURER Grade II in COMPUTER STUDIES
Applicants should have an interest in Data Processing and a knowledge of COBOL. Experience in this field will be an advantage.
Courses in the Department include BEC/TEC Computer Studies, "A" level Computing Science, short courses and servicing work for Business Studies and Technology Departments.
Salary scale £4,861 to £7,794 (under review).
This post required from September 1, 1980. Further details and application forms (returnable 10 days from date of advert) are obtainable from: The Principal, The College, Regent Circus, Swindon.

WILTSHIRE
SALISBURY COLLEGE OF TECHNOLOGY
[illegible]

WILTSHIRE
TROWBRIDGE TECHNICAL COLLEGE
[illegible]

WOLVERHAMPTON
(Metropolitan Borough of)
BILSTON COLLEGE OF FURTHER EDUCATION
[illegible]

Colleges and Departments of Art

WILTSHIRE
SALISBURY COLLEGE OF ART
[illegible]

Polytechnics

BRIGHTON
THE POLYTECHNIC
DEPARTMENT OF COMMUNICATION AND EUROPEAN STUDIES
RESEARCH ASSISTANT
£3,078–£5,498
Required for an investigation relating to learning languages from radio and television. Candidates should have an honours degree, preferably in French and/or German and an interest in media-based language learning.
Further details and application forms from the Personnel Officer, Brighton Polytechnic, Moulsecoomb, Brighton BN2 4AT. Telephone: Brighton 693655 Ext. 2536. Closing date 25 July.

Universities

ABERDEEN
THE UNIVERSITY
TEMPORARY LECTURESHIP IN SOCIOLOGY
Applications are invited from suitably qualified sociologists for the above post, tenable for one year from October 1980.
Salary within £5,052 to £5,725 range on Lecturers scale with appropriate placing.
Further particulars from The Secretary, The University, Aberdeen, with whom applications (2 copies) should be lodged by 1 August 1980.

BRISTOL
THE UNIVERSITY
LIBRARY ASSISTANT
Applications are invited for the post of Library Assistant in the cataloguing Department on Grade 2 salary scale £2,316 to £3,392 (under review). Candidates should have at least five "O" level passes and previous experience in a cataloguing department would be an advantage. An on-line computer-based cataloguing system is in use.
Applications quoting reference UL 90L/EE 91 and enclosing curriculum vitae and names and addresses of two referees should be sent to the Librarian, University Library, Tyndall Avenue, Bristol BS8 1TJ, within one week of the appearance of the advertisement.

LONDON
KING'S COLLEGE
(UNIVERSITY OF LONDON)
DEPARTMENT OF ZOOLOGY
Applications are invited for the post of TUTORIAL STUDENT in the Department of Zoology, tenable from October 1, 1980, until September 30, 1981, in the first instance but renewable for two further years.
Applicants must be, or expect to be graduates and will be required to read for a higher degree by research.
The award amounts to £2,945 per annum with free tuition in the College, in return for a limited amount of tutorial or demonstration assistance in the Department.
Application forms and conditions of appointment from: The [illegible] King's College, [illegible] London [illegible] to whom completed application should be returned by [illegible] quoting reference 11/80.

NOTTINGHAM
THE UNIVERSITY
LECTURER IN EDUCATION
Applications are invited from suitably qualified persons for a post in the Department of Special Education. Applicants should have relevant teaching experience as well as appropriate qualifications.
The salary will be within the range £5,962 to £10,484 although the appointment will be made initially within the range [illegible]
Further particulars and forms of application, returnable not later than July 25, 1980, from the Staff Appointments Officer, University of Nottingham, University Park, Nottingham NG7 2RD. Reference number 747.

UNIVERSITY APPOINTMENTS
are also advertised in
THE TIMES HIGHER EDUCATION SUPPLEMENT
The newspaper of higher education provides a noticeboard for all University appointments.
It has a large established academic readership in Universities and Polytechnics and in other areas from which staff are recruited. Recent research shows that it is the paper selected by the academic staff themselves as being a top source of information for job hunting.
For further information or to book advertising space please contact Classified Advertisement Department, The Times Higher Education Supplement, New Printing House Square, London WC1X 8EZ. Telephone Lorraine Williams, 01-837 1234, extension 579.

Studentships and Research Awards Fellowships

CAMBRIDGE
ROYAL SOCIETY OF ARTS
PARKER STUDENTSHIP
Applications are invited for a STUDENTSHIP funded by "The Royal Society of Arts W. J. Parker Trust" for the purpose of encouraging research into the design, construction and use of Theatres, Concert Halls, Museums, Art and Exhibition Centres and other buildings for use in connection with the Arts.
The Studentship is open to British subjects and will be available from October 1, 1980. The value of the Studentship may range from £1,000 to £3,000 per annum tenable for a maximum of three years. The Advisory Committee will recommend the value and duration of and the appointment to the Studentship. Applicants proposing to work for a research degree in the University of Cambridge should make separate application for admission as a Graduate Student to the Secretary of the Board of Graduate Studies, 4 Mill Lane, Cambridge CB2 1RZ.
Application forms and further details may be obtained from the Secretary of the Faculty Board of Architecture and History of Art, 1 Scroope Terrace, Cambridge CB2 1PX, and the completed forms should be returned to him by Monday, July 28, 1980.

Colleges of Higher Education

BIRMINGHAM
WESTHILL COLLEGE
Selly Oak, Birmingham B29 6LL
CHURCH EDUCATION SECTION
LECTURER II POST(S)
Applications are invited for a post or posts which will be available from January 1, 1981, or earlier if possible in the Church Education Section, for teaching Advanced Diploma and Certificate courses involving the following areas: Sociology of Religion and Family, Principles and Practice of Youth Work, Social Group Work, Adult Education and Lay Training, Human Resources Management.
Applications will be considered from persons able to offer these either on a full-time basis or a combination of these on a part/half-time basis. The appointments will be for three years in the first instance, then subject to review.
Please apply to the Principal for details of the posts and the mode of application.
Closing date for applications: July 28, 1980. Interview: Early September.

Teachers' Centres

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
WARDEN
GRIMSBY EDUCATION CENTRE
Grimsby, South Humberside
Required for January, 1981:
Salary: Head Teacher Group 4
Application forms and further particulars are obtainable from the Director of Education (HQ [illegible]), County Hall, Beverley, North Humberside (Tel. (0482) 867131, Ext. [illegible]) to whom completed forms should be returned not later than Wednesday July 23, 1980.

University of London
GOLDSMITHS' COLLEGE

Dean of the School of Art and Design

Applications are invited for this post, which will fall vacant upon the resignation of the present Dean, Mr. Jon Thompson. The post is available from 1st. September, 1980, or as soon as possible thereafter.
The College is seeking to appoint a distinguished practitioner or scholar in art and design or a related academic field, who in the foreseeable future might command a professorial chair in his or her own right. The Dean is the head of the School, which is one of five constituent Schools of the College. His chief concern will be the academic work of the School at first and higher degree levels. He is responsible to the Warden, Dr. Richard Hoggart. In addition the Dean is engaged on College matters in general and is, ex officio, a member of the major committees.
Salary (at present under review) £14,175 plus London Weighting £509.
Write for further particulars to the Senior Assistant Registrar (Personnel), University of London Goldsmiths' College, New Cross, London SE14 6NW. The closing date for applications is 1st August, 1980.

THE COLLEGE OF ST. MARK AND ST. JOHN,

PROFESSIONAL STUDIES LEADER

PRIMARY SENIOR/PRINCIPAL LECTURER (for January 1981)

The main function of this post is to lead the college in reviewing and re-orienting its primary professional work at in-service and pre-service levels in the light of the contemporary curriculum debate. We are looking for a person who has held a post of senior responsibility in primary schools and has experience of curriculum development. The person appointed will contribute to the teaching programmes according to his/her expertise and interest.

Written details of these two posts are available from the Principal's Secretary.

LECTURER II/ SENIOR LECTURER IN ENGLISH

A Lecturer is required to teach on B.A. and B.Ed. Degrees. The person appointed should have good academic qualifications with special interests in romanticism and the 19th Century. Successful teaching experience in higher education and the ability to take responsibility in course development is important. Experience of the schools system and the needs of teaching would also be an advantage.

Salary Scale:

LII £4,851-£7,794 under review

SL £7,191-£9,039 under review

PL £8,409-£10,005 under review

College of St. Mark and St. John, Derriford Road, Plymouth PL6 8BH. Tel: 0752 77718.

EDUCATION COMMITTEE

Principal for Adult Education

Tunbridge Wells Division

Principal required from the beginning of the Spring Term 1981 to be responsible for the development and administration of the Adult Education Services in the Tunbridge Wells Division. Candidates should be suitably qualified and experienced. Salary is Group 2 for Principals in establishments for further education.

Application forms (S.A.E.) and further details from the Divisional Education Officer, 39 Grove Hill Road, Tunbridge Wells, Kent. Closing date July 23, 1980.

KENT COUNTY COUNCIL

Adult Education

LANCASHIRE
COUNTY COUNCIL
HM PRISON, WYMOTT
(opened in 1979)

Required as soon as possible:
DEPUTY EDUCATION OFFICER
LECTURER II

Qualified TEACHER, experienced in teaching ADULTS and preferably service in a closed institution.

Forms further details from District Education Officer, Williams & Glyn's Bank Chambers, Market Street, Chorley PR7 2SA.

SAE please. Closing date July 21, 1980.

LEEDS

CITY COUNCIL
DEPARTMENT OF EDUCATION
COMMUNITY EDUCATION
HEAD of CENTRE, Adult Education, Leeds 12

Equivalent to F.E. Lecturer 2, N.J.C. conditions of service.

People with relevant qualifications and experience are invited to apply for this established post. Leeds 12 is a diverse area which includes inner city, post war housing estate and green belt areas. The main duties will include the organisation of courses during the evening and day times, and the development of Basic Education, Literacy and E.S.L. classes. Working with community groups will be an important aspect of the work.

Application forms, returnable within 14 days of the appearance of this advertisement, and further details are available from Director of Education (CE/2.25), Department of Education, Great George Street, Leeds LS1 3AE.

Community Homes and Associated Institutions

DUNDEE

BALGAY LIST D SCHOOL
SENIOR MEMBER OF STAFF—EDUCATION

Deputy Head Status: Salary £9,204 to £11,571 per annum, including allowances (£9,925 to £12,505 per annum from September 1, 1980 and further revision under negotiation) according to qualifications and experience.

Applications are invited from qualified registered TEACHERS for the above vacancy in this school which has accommodation for 41 adolescent girls aged 12 to 16. Experience of working in a residential setting is desirable, but not essential.

The successful applicant will be responsible to the Headmaster for the daily management of the education programme, supervision of education staff and will share on call duties during evenings and weekends with other members of the senior staff team.

The post is superannuable and affords eight weeks and one day annual leave, including public holidays.

For further particulars, application forms, informal discussion, or visit, contact either Ian Scaulin or Ron Adam at Dundee 67103. Closing date for applications is Friday, August 8, 1980.

NOTTINGHAMSHIRE
COUNTY COUNCIL
SOCIAL SERVICES
TEACHER (Male)
£3,519 to £5,514 on Burnham Scale 1

Plus Approved School Allowance. Skegby Hall Community Home with education in Sutton in Ashfield accommodates 56 boys, between the ages of 10 to 16 in the care of the local authority. A teacher is required for basic subjects and to develop the teaching of Rural Studies within a remedial curriculum. The ability to offer an additional special subject, eg. pottery or drama, would be an advantage. The site of 6 acres of woodland, playing fields, gardens and ponds has great potential as an area for study and further development.

Relocation expenses will be granted in appropriate cases.

For further information/informal discussion and application forms, contact Mr T. G. T. Lincoln, Headmaster, or Mr J. Beastall, Head of Education, on Mansfield 59120.

Closing date July 28, 1980. Please quote reference EGB/161.

WAKEFIELD
(City of)
METROPOLITAN DISTRICT COUNCIL
EDUCATION DEPARTMENT
WAKEFIELD PRISON
DEPUTY EDUCATION OFFICER, Senior Lecturer Scale, £7,191 to £9,039 (as applicable).

Applications from well-qualified and experienced teachers. Experience of teaching adults is essential and some knowledge of education in Prisons an advantage. The education programme in the Prison operates on an extended year basis and involves remedial, basic, vocational, recreational, intermediate and higher level courses for long term prisoners. He/she will have a teaching commitment of up to 10 hours per week, will deputise for the Education Officer as required, will have specific responsibilities for management and organisation.

The post requires special qualities of management, initiative and enthusiasm; ability to work in co-operation with a strong team of full and part-time teachers and colleagues from other disciplines within the Prison Service. The post will be particularly attractive to experienced teachers seeking the opportunity to gain broad administrative experience.

Requests for application forms and further details (accompanied by an SAE) from the Chief Education Officer, 8 Bond Street, Wakefield WF1 2QL (TE/504/UF), to be returned within 14 days of the appearance of this advertisement.

Assessment Centres

HAMPSHIRE
SOCIAL SERVICES
TEACHER
is required from September 1980 at
RED HATCH, the Wessex Regional Observation and Assessment Centre for 16 senior girls in Winchester.

This post would appeal to anyone looking for a challenging and rewarding post. Remedial teaching an advantage and an ability to meet the short-term needs of a wide range of abilities is desirable.

Salary: Burnham 1 plus £804 per annum Community Homes Allowance.

For informal discussions please telephone the Superintendent, Mr H. Freeman, or the Senior Teacher, Mrs Soutler, on Winchester 2851.

Application forms, quoting reference 325X from the Divisional Director of Social Services, Northern Division, Corinium House, 10-14 Andover Road, Winchester. Returnable by July 28, 1980.

Lancashire County Council

SOCIAL SERVICES DEPARTMENT

FYLDE SCHOOL
Normoss Road, Blackpool

PRINCIPAL

SALARY SCALE: J.N.C. for former Approved Schools Schedule 1 Group VI (£10,678-£11,400), plus J.N.C. Principals of Boys' Approved Schools Allowance (£1,224).

Due to the retirement of the present holder applications are invited from suitably qualified and experienced teachers for the above post. Fylde School is a Community Home with education for 124 boys aged 14-16 years. The school incorporates an intensive care unit for eight boys. In addition it is expected that an assessment unit for 24 boys aged 10-17 years will become operational in Autumn, 1980. A three-bedroomed bungalow is available if required.

It is possible that a disturbance allowance of up to a maximum of £950 may be payable.

Intending applicants are welcome to visit the school by arrangement with the Headmaster, Mr. A. Rowling (Telephone Poulton-le-Fylde 884551).

Application forms and further information are available from the Director of Social Services, Social Services Department, Duchy House, 96 Lancaster Road, Preston PR1 1LL. Ref. A3/EP.

Closing date: 23rd July, 1980.

SOCIAL SERVICES DEPARTMENT

Stamford House is the largest Regional Assessment Centre for boys in London and is organised into 3 autonomous units. The centre functions as a place of safety and as a Remand and Assessment Unit and services the 32 London Boroughs and their courts. We require

TEACHERS

able to offer one or more of the following: P.E.; General Subjects; woodwork and metal work. Formal teaching will be minimal and the teacher appointed will be encouraged to use his/her own talents and interests in motivating the boys.

The posts are graded in Burnham Scale 1 plus allowances of at present, £894 per annum community schools allowance and £1,350 for extraneous duties which are required to a maximum of 15 hours per week.

Informal enquiries may be made to the Principal, Mr. R. E. Kenny, B.A., Dip.E., Stamford House. Telephone: 01-743 9461.

Further particulars and application forms may be obtained from Staff Section, London Borough of Hammersmith and Fulham Social Services Department, Old Town Hall, Fulham Broadway, London SW6 1ET. Tel: 01-385 1212, ext. 34.

We need teachers who can remain calm under fire as well as in the classroom.

It's a tall order, we know.

But then, we're not merely offering you a change of schools.

In the Army, you'll teach young recruits and experienced soldiers who wish to qualify as tradesmen.

You'll coach Officers who have to pass examinations for promotion and for entry to the Staff College.

You may well teach abroad, perhaps with British troops, or Gurkhas or locally enlisted soldiers in Hong Kong.

This makes you as important as any of our other Officers.

You'll have the same status, the same opportunities for promotion, the same levels of pay.

We think it only fair, therefore, that you should prove yourself their equal as an Officer.

Six months at Sandhurst will give you the chance.

Although it won't be your main concern, you'll have to prove that you can lead men and, if it comes to the crunch, carry out operational duties.

After Sandhurst and a spell at the RAEC's own training centre, you'll take up your first teaching post.

Your starting salary, depending on your qualifications, will be between £5,201 and £7,866, back dated to the day you joined.

If you decide to leave after three years' commissioned service, you'll get a tax-free gratuity of £2,265.

As to your qualifications, the main thing is that you should be a graduate or, for a Short Service Commission, a qualified teacher.

Incidentally, throughout your period of service, you'll be given every opportunity to improve your own professional qualifications, possibly up to post-graduate level.

Assuming you're fit and under 29, you can take a tentative step in our direction by visiting one of our units in your area, with no strings attached.

Entry normally takes place in January and September and you should apply at least six months in advance.

For further details write to: Lieutenant-Colonel C. C. Baker, BSc, RAEC, Recruiting and Liaison Staff, RAEC Centre, Wilton Park, Beaconsfield, Bucks. HP9 2RP.

Army Officer

EDUCATIONAL POSTS OVERSEAS

SENIOR TEACHER OF ENGLISH AS A FOREIGN LANGUAGE *(Indonesia)*

British Council Centre (Direct Teaching of English) Jakarta.

Duties: To teach English and be involved in materials production and the training of locally engaged teachers.

Qualifications: Degree, M.A. or Postgraduate Diploma in TEFL/TESL and at least five years TEFL experience including relevant experience in materials production.

Salary: £5,415 to £8,295 per annum.

Benefits: Free accommodation, overseas allowance, two-year sub-formula contract.

Date of appointment: as soon as possible. 80 PO 2-3

LECTURER IN ENGLISH *(East Germany)*

Humboldt University, East Berlin.

Applicants must be available from October 1980.

Duties: To teach conversational English to small groups of teachers and undergraduates at the university and assist in producing teaching materials.

Qualifications: Degree in English, Modern Languages or Linguistics, and some teaching experience. Knowledge of German desirable. Candidates should be British Nationals aged between 25 and 35.

Salary: 1,165 GDR Marks per month (non-convertible) plus sterling subsidy of £2,896 per annum paid in United Kingdom.

Benefits: One year contract, renewable. Free medical benefits.

Completed application forms must be received by July 23. 80 B 56

LECTURER IN ENGLISH LANGUAGE *(West Germany)*

Duisburg University, Duisburg.

Required for September 1980.

Duties: To teach English Language to intermediate and advanced levels with one course in British life and institutions.

Qualifications: Candidates, preferably male and under 40, must have degree in English or Modern Languages and postgraduate diploma or M.A. TEFL/TESL. Good knowledge of German essential.

Salary: DM 3,000 to DM 3,300 per month.

Benefits: Medical benefit, outward passage paid, baggage allowance.

Completed application forms must be received by July 23. 80 B 57

SENIOR TEACHERS OF ENGLISH *(Oman)*

Duties: To teach English as a Foreign Language at Government Preparatory and Secondary Schools located throughout Oman. Three married teaching couples and six male teachers required for September 1980.

Qualifications: Degree, a TEFL qualification and minimum three years ELT experience or degree plus six years experience preferably in the Arab world. Candidates must be United Kingdom citizens with a British Educational background.

Salary: RO 374 to RO 494 per month (£6,918 to £7,810 per annum at RO .78 equals £1). No local taxation.

Benefits: Annual increment and terminal gratuity, free furnished accommodation and allowance for water/electricity, two and a half months passage-paid leave annually, free medical service, baggage allowance. 80 A 69-74

Return fares are paid. Local contracts are guaranteed by the British Council. Please write briefly stating qualifications and length of appropriate experience, quoting relevant reference number and title of post for further details and application form to The British Council (Appointments), 65 Davies Street, London W1Y 2AA.

THE BRITISH COUNCIL

Youth and Community Service

AVON COUNTY
FULL-TIME RURAL YOUTH WORKER
at
RADSTOCK YOUTH CENTRE
Church Street,
Norton Radstock, Nr. Bath

Norton Radstock is an urban area in the south of the County and is surrounded by a number of small rural villages.

Salary Scale: JNC 3 (1-6) £5,079-£5,709

Assistance with removal expenses available where appropriate.

To lead a team of part-time staff in Radstock Youth Centre and at other part-time youth units within the area. To be responsible for a programme of club based activities and to develop work with young people in the community.

Applicants should have completed a full-time training course for Youth Leaders, or hold a teaching qualification, a degree, or a diploma in Social Sciences. Experience in youth work essential.

Further details and application form, returnable by July [illegible], from Director of Personnel, telephone Bristol [illegible] (Ansafone on this number after office hours), P.O. Box 11, Avon House, The Haymarket, Bristol BS99 7DE.

Please quote Ref. No. EDU [illegible].

AVON COUNTY
FULL-TIME YOUTH WORKER
at
KINGSWAY YOUTH CENTRE
Rennard Rise, Kingswood, Bristol

Situated in a mainly residential area on the east side of the city.

Salary Scale: JNC 3 (1-6) £5,079-£5,709

Assistance with removal expenses available where appropriate.

To lead a team of part-time staff and to encourage and direct an active programme of youth work.

Applicants should have completed a full-time training course for Youth Leaders, or hold a teaching qualification, a degree, or diploma in Social Sciences. Experience in youth work essential.

Further details and application form, returnable by July [illegible], from Director of Personnel, telephone Bristol [illegible] (Ansafone on this number after office hours), P.O. Box 11, Avon House, The Haymarket, Bristol BS99 7DE.

Please quote Ref. No. EDU [illegible].

BUCKINGHAMSHIRE
COUNTY COUNCIL
YOUTH AND COMMUNITY WORKER
SOUTH-EAST AREA OF HIGH WYCOMBE

Salary: J.N.C. Range 3H, £5,499 to £6,120 (Urban Aid Funded).

This post will be for a fixed term of five years in the first instance and is involved with all age groups in the community. A major function will be to help the community to identify its own needs and become more self supporting.

Application forms and further details from the Chief Education Officer, County Hall, Aylesbury HP20 1UZ, on receipt of a stamped addressed envelope. Personal inquiries to Miss S. Stokes, County Youth and Community Officer, Aylesbury 5000, extension 8225.

BUCKINGHAMSHIRE
COUNTY COUNCIL
YOUTH AND COMMUNITY WORKER (DETACHED)
DOWNLEY AREA OF HIGH WYCOMBE

Salary: J.N.C. Range 3H, £5,499 to £6,120.

The person appointed will work in close cooperation with the newly formed local Community Association and will also be responsible for the development of work with the 14 to 21-year-olds in the area.

Application forms and further details from the Chief Education Officer, County Hall, Aylesbury HP20 1UZ, on receipt of a stamped addressed envelope. Personal inquiries to Miss S. Stokes, County Youth and Community Officer, Aylesbury 5000, extension 8225.

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
YOUTH AND COMMUNITY EDUCATION SERVICE
MIXENDEN YOUTH & COMMUNITY CENTRE

Are you a relative newcomer to the Youth Service? Are you looking to broaden your experience in a Youth and Community setting? Are you seeking an opportunity to make this move without having to cope with the total area of responsibility?

If you are, you may be the person we are looking for to join a strong team of professionals and volunteers.

The post is as an Assistant at one of our purpose built centres on JNC Scale II. The potential is exciting with a good back up service available covering a wide range of opportunities.

Further details and application forms may be obtained, on receipt of a stamped addressed foolscap envelope, from the Chief Education Officer, Youth & Community Education Service, Alexandra Buildings, King Edward Street, Halifax HX1 1EE, to whom completed forms should be returned by July 31, 1980.

DERBYSHIRE
COUNTY COUNCIL

Applications are invited from suitably qualified persons for the post of full time YOUTH TUTOR at HEANOR GATE SCHOOL and HEANOR GATE YOUTH CLUB Smalley Hill, Heanor, Derbyshire.

Salary: Burnham P & S Scale II £4,029 to £6,162 (pending settlement of salary awards).

Further details and application forms from Area Education Officer, Amber Valley and Erewash Education Office, Grosvenor Road, Ripley, Derbyshire DE5 3JE.

ESSEX

Docklands Settlements, Manford Way, Hainault, Ilford. (London Borough of Redbridge)

A vacancy exists for a WARDEN of this thriving voluntary youth club with some community involvement.

Applicants should possess suitable qualifications in youth work and own a driving licence.

Salary according to experience, in the range of £5,487 to £6,117. Free accommodation—a 3-bedroomed bungalow, and facilities.

Applications with cv to C. J. Males, Chairman, Dockland Settlements, Hainault Branch, 36, The Mount, Nook Hill, Romford, Essex, RM3 7LJ.

Closing date July 31, 1980.

HARINGEY
(London Borough of)
SOCIAL SERVICES (FIELDWORK)
I.T. Offices, 628 Green Lanes, N8 0SU
£7,026 to £7,467

Haringey in common with many other inner urban areas faces the 1980's with the real possibility that more of its young people than at any time since Queen Victoria's reign, will be locked away in custodial establishments or placed in residential institutions. Unlike most other urban areas, the borough is committed to providing community based programmes as a real alternative for these young people, many of whom are black.

The Green Lanes project seeks two committed workers, to start at the end of September, who have considerable experience of working with young people aged [illegible] to 18. It is essential that the workers have a good understanding of the pressures facing young people in deprived areas such as Tottenham.

Both workers will have specific responsibility for a number of young people and will be expected to counsel, advise and support them. Experience of court work or advice work would be valuable.

The two workers will be co-equal members of a team of five workers and will share a range of responsibility for the smooth running of the Green Lanes project, and extending the use of I.T. resources to other groups in the community.

A special area of responsibility for one of the workers will be to assist the teacher currently in post in the preparation and delivery of a basic education programme for up to twenty 15 to 16-year-olds particularly in the areas of literacy, numeracy, social skills and preparation for work. Experienced teachers would be welcome to apply for this post.

The other worker will be required to take particular responsibility in one of the following areas: development of existing workshops, developing the project's existing Work Experience Scheme and liaison with a range of other agencies.

For informal discussion telephone 01-888 8335 p.m's only.

Application forms, job description and further information on the project are available from the Director of Social Services, Tottenham Town Hall, Town Hall Approach Road, London N15 4RY (Tel. 01-808 1000 Ext. 16). Please quote Reference No. TSS/284.

Closing date: August 1, 1980.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS COLLEGE
Appointment of Area YOUTH and COMMUNITY WORKER, Hoddesdon.

Experienced and qualified YOUTH and COMMUNITY WORKER required for post which combines supervision of small established youth centre with coordination and development of provision for young people in local community.

Salary: JNC 3B (£5,184 to £5,811 under review) plus £177 London Fringe allowance plus allowances for longer training/higher qualifications.

Possibility of rented accommodation. Removal expenses and disturbance allowances under the County Council's scheme may be paid. Casual user car allowance payable.

Full details and application form from The Principal, East Herts College, Turnford, Broxbourne, Herts HN10 6AF (Hoddesdon 66481). For informal details of post ask for Tony Penney or Lewis Hicks in Youth and Community Department.

Closing date for applications two weeks from appearance of this advertisement.

LONDON
INNER LONDON EDUCATION AUTHORITY
COWLEY RECREATIONAL INSTITUTE
Vauxhall Street Annexe,
Vauxhall Street, S.E.11.

LECTURER (Grade II) as COMMUNITY EDUCATION CO-ORDINATOR for PHYSICAL and SPORTING ACTIVITIES.

Fully qualified Physical Education Specialist required to assist the Principal and Vice-Principal in co-ordinating and developing physical and sporting activities with particular reference to co-operation with other agencies in a multi-cultural and multi-ethnic area.

Burnham (P.E.) salary scale: Lecturer (Grade II), £4,851 to £7,794 (subject to formal approval), plus £609 (London Allowance).

Assistance may be given towards household removal expenses.

Details and forms (returnable by July 18, 1980) from the Education Officer (CEC.5), The County Hall, London SE1 7PH (stamped addressed foolscap envelope).

LONDON
Inner London Education Authority
BRUNSWICK BOYS' CLUB
Haldane Road, Fulham, SW6
APPOINTMENT OF SENIOR YOUTH WORKER

A full-time SENIOR YOUTH WORKER is required for this large, well-established Boys' Club, operating in modern and extensive purpose-built premises, well equipped for a wide variety of activities and interests.

The Senior Worker will head a team of four full-time professionals and about 40 part-time helpers. The team is encouraged and supported by an active and committed Management Committee. The successful applicant will be expected to take responsibility for the activity-orientated programme and for the administration, and to delegate as appropriate. Evening and week-end work is essential.

A modernized, three-bedroomed town house is available at a modest rent if required.

Salary scale—4II—£6,567 to £7,320 plus £609 London Allowance.

Further details and application forms obtainable from the ILEA Education Officer (LO/CECS) The County Hall, London, SE1 7PH, to be returned by July 24, 1980.

NEWCASTLE upon Tyne
WEST DENTON ASSOCIATION
THE COMMUNITY CENTRE
Middle Gate, West Denton
Newcastle upon Tyne
YOUTH and COMMUNITY WORKER as WARDEN.

Consideration given to newly qualified student capable of accepting responsibility. Must be keen and eager to accept a real challenge to overcome serious problems. Established community centre. Closing date 14 days from advertisement.

Reply: Secretary, West Denton Association, Middle Gate, Newcastle upon Tyne, NE5.

NEWCASTLE upon Tyne
(City of)
YOUTH OPPORTUNITIES PROGRAMME
DEVELOPMENT OFFICER/ OPERATIONS MANAGER
AP.4 £5,268-£5,784

To be responsible for the development of schemes in Project-Based Work Experience and Community Service for young unemployed people.

TRAINING OFFICER
AP.4 £5,268-£5,784

To be responsible for life and social skills and associated training in Youth Opportunities Schemes.

Further particulars and application forms from Jack Chalderton, Director of Education, Civic Centre, Newcastle upon Tyne, NE1 8PU (Telephone: 28520, Extension 5322), to be returned by 22nd July, 1980.

NORTHUMBERLAND
COUNTY COUNCIL
EDUCATION DEPARTMENT
Re-advertisement
CHOPPINGTON SOCIAL WELFARE CENTRE
Full Time WARDEN

Salary scale JNC for Community Centre Wardens according to qualifications and experience (under review).

Qualified (Scale 2) £4,071 to £5,184 a year. Unqualified £3,204 to £3,891.

Application forms and job description obtainable by sending a foolscap S.A.E. to W. E. Murray, 6 Lesbury Avenue, Stakeford, Choppington, returnable by July 26, 1980.

Previous candidates need not re-apply.

Canvassing will disqualify.

Youth and Community Service

Centre Manager

Whitingham Youth Centre, Walthamstow, London, E.17

Community Liaison Worker

Pastures Youth Centre, Leytonstone, London, E.11

A recognized professional qualification in Youth and Community Work will be an essential requirement.

Salary in accordance with Burnham (Further Education) Lecturer I Scale, rising to a maximum of £6,906 inclusive of London Weighting (pay award pending). Starting salary will be determined by the age, qualifications and relevent experience of the successful applicants.

For further details and an application form, write to the Chief Education Officer, Municipal Offices, High Road, Leyton, London E10 5QJ. (Telephone enquiries: 01-539 3650, Ext. 202.) Closing date for receipt of applications: Friday, 1st August, 1980. These posts are open to both men and women.

Waltham Forest

Gwent County Council

WARDEN—BLAINA INSTITUTE

Applications are invited for the post of WARDEN AT THE BLAINA INSTITUTE. This is a key post which should attract a person with enthusiasm, organising ability and experience in community education. The successful applicant will be responsible for the programme of educational, cultural and recreational activities at the Centre and at various other Centres in the Blaina and Abertillery districts. The Warden is also responsible for two large Youth Centres situated at Blaina and Abertillery and is assisted by appropriate part-time staff at both Centres.

Candidates should be graduates, qualified teachers or have other appropriate qualifications. The salary will be in accordance with the Lecturer 2 Grade of the Burnham F.E. Scale, i.e. £4,851-£7,794 per annum (under review).

Application forms from Director of Education, Staffing Section, Education Department, County Hall, Cwmbran, Gwent NP44 2XH returnable by 23rd July 1980.

INSTITUTE OF EDUCATION SINGAPORE

LECTURERS

The Institute of Education is the only tertiary institution in Singapore engaged in teacher training. It is responsible for the pre-service training of pre-primary, primary and secondary teachers, the continuing education of qualified practising teachers and the preparation of university graduates for the Diploma of Education and the degree of Masters of Education and PhD in Education.

The Institute invites applications for LECTURESHIPS in the following subjects. Candidates should have a Masters degree, appropriate specialist qualifications, professional training and at least three years' school or other relevant experience.

- Physical Education
- Education Technology and Communication
- In-service Education
- Teacher Education and Evaluation
- Philosophy of Education
- Educational Sociology
- Moral Education
- Educational Psychology
- Educational Evaluation
- Pre-School Education
- English as a Second Language
- Applied Linguistics
- Mathematics (with knowledge of Computer Science)
- Biology
- Physics
- Chemistry
- History
- Curriculum Development
- Tests and Measurement
- Reading Instruction

Initial appointments on two-year contracts, renewable. Permanent appointments are available for suitably qualified and experienced candidates.

Salary levels are very competitive. The salary ranges below include personal, housing and child allowances where appropriate.

Other benefits include car purchase loan scheme, medical scheme and contributions to home superannuation or Singapore Central Provident Fund.

Single man or woman	c.	£7,429-£15,434
Married couple	c.	£8,195-£16,200
Married couple with two children	c.	£11,515-£19,519

Enquiries are also invited from experienced Teacher Educators with qualifications in subjects other than those listed above.

Application forms and further particulars from Recruitment Unit, Singapore High Commission, 5 Chesham Street, London SW1. Telephone: 01-235 5376 or 01-235 9067.

Closing date for applications is August 15th, 1980.

REPUBLIC OF SINGAPORE

"In Singapore education is prized above almost anything else. So naturally the role of the teacher is vitally important, widely recognised and highly valued."

Ministry of Education, Republic of Singapore.

If the English Teacher is held in especial esteem there are good reasons for this. Although there are four official languages in Singapore, English is the language of administration, commerce, industry and the professions. It is also the major language of instruction at all levels of education and so the key to better career prospects. This has resulted in an increasing proportion of families sending their children to English-speaking schools.

So the role of people recruited from overseas in helping to raise the standard of English is a vital one—hence the need for well qualified, experienced and committed teachers of proven ability, of which there is currently a shortage in Singapore. Recognizing that a move of this kind will be a major decision, especially for married teachers with children, every effort has been made to make the contract terms as flexible as possible. The initial appointments are on two-year contracts which are renewable. For the right candidate a long-term career appointment is possible if you decide to stay in Singapore.

Within the confines of an advertisement we cannot do justice to all the advantages which these appointments can offer. Some, however, speak for themselves. You will find yourself working in a stimulating environment with students who exercise a high degree of self discipline and have a driving ambition to do well—all of which is reflected in their attitude towards the teacher. They come from a society which is keen to succeed, hardworking and very competitive.

Living in Singapore can be equally rewarding. It is Singapore's diversity which makes it so fascinating with its three distinct but interwoven life styles reflected in the many facets of daily life—the architecture, the music, dance, art, dress, religious festivals and, of course, the food.

Despite its high density population and extensive building programme it is still known as "the garden city". Greenery abounds everywhere—the outcome of extensive landscaping programmes.

But many things will be very familiar—supermarkets, department stores, boutiques, restaurants, cinemas, T.V. and a whole range of sporting activities. In short, it is possible to lead a western way of life in almost every aspect, if one so wished.

But, if one wishes to take advantage of the countless attractions associated with living in so varied a multi-racial society and which are the very spice of life in Singapore, then this can provide the newcomer with all the excitement that comes with discovering a new way of life.

The salary levels reflect the importance of the job to be done. Approximate salary ranges including personal, housing and child allowances where appropriate, are as follows:—

Single person	c.	£7,429-£13,974
Married couple	c.	£8,195-£14,540
Married couple with two children	c.	£11,515-£17,860

Qualified English Teachers are required to teach at all Secondary levels, including "O" and "A" levels (12-18 age groups).

The minimum requirement is a good Honours Degree. Preference will be given to teachers over 35 with 10 or more years' teaching experience.

Further details can be obtained from the Recruitment Unit, Singapore High Commission, 5 Chesham Street, London S.W.1. Telephone: 01-235 5376 or 01-235 9067.

REPUBLIC OF SINGAPORE

Overseas Appointments

SOUTH AMERICA

THE ENGLISH SCHOOL
Bogota, Colombia
are looking for TEACHERS to fill the following positions for September 1980
Primary TEACHER
Secondary ENGLISH TEACHER and BIOLOGY TEACHER
HEAD of MATHEMATICS and HEAD of ENGLISH

Please mail application and curriculum vitae including telephone number by July 20th to John R. Hopper, c/o Flat 5, Belvedere Lodge, Belvedere, Ryde, Isle of Wight PO33 2JN.

INDIA

Young well-educated family in New Delhi, India, requires REMEDIAL TEACHER for son (10 years) with a learning disability problem.

Suitable for person qualified and experienced in special education, highly motivated to spend a year in a modern Indian home virtually as a member of the family.

Excellent travel arrangements, full board and lodging (private bedroom/attached bath) including a nominal allowance will be provided.

Mother and son presently here.

Contact immediately, with biodata, Mrs. M. Bakshi, 8 White Beam Rise, Clanfield, Portsmouth, Hants PO8 0PQ. Telephone (0705) 595541.

SPAIN

Young experienced TEACHER of ENGLISH required for academy in northern Spain. Good Spanish essential. Curriculum vitae, photo.

Apply to Anglo School, Lopez Ocaña, 9 Aviles, Asturias, Spain (Tel. 985 562070).

KENYA

ST. AUSTIN'S ACADEMY
Nairobi

Required for January 1981 a qualified TEACHER, with several years' experience, to teach 12 to 15-year-olds. Knowledge of C.E. examinations and specializing in Mathematics and Science an advantage.

Subsidized housing, gratuity, paid passages.

Interview: mid-August.

Write with curriculum vitae to: The Headmaster, c/o Leighton House, The Quay, Kingsbridge, Devon.

KUWAIT

THE NEW ENGLISH SCHOOL
(Secondary Department)
Requires for September, 1980, a TEACHER of
(1) PHYSICS to "O" and "A" level
(2) CHEMISTRY to "O" and "A" level
(3) HISTORY to Lower School
(4) PHYSICAL EDUCATION and GAMES for Boys
(5) MATHEMATICS to "O" and "A" level

Tax free salary in range pounds sterling £5,700 to £7,000 according to qualifications and experience. Free furnished air-conditioned accommodation. Economy air passages provided. One-year contract, renewable.

For further information and application form apply with brief curriculum vitae to the Director, 33 Castle Drive, Bakewell, Derbyshire DE4 1AS.

DUBAI

Graduate TEACHER to take CHEMISTRY to "A" level in Catholic Girls' School. Minimum contract one year. Furnished accommodation provided for single lady plus £280 a month, medical treatment, passages paid.

Teachers with Christian concern (U.K. residents as interview essential) willing for simple lifestyle and professional challenge please send curriculum vitae and stamp for details to: Christians Abroad, 15 Tufton Street, London SW1P 3QQ.

Papua New Guinea

Secondary, External Studies and Technical Education Posts

Applications are invited for the following posts:–

Secondary Division
Ref: VIS/EDUC-SEC/34

Headmaster–Level 16
A degree, teacher training and successful experience as a Headmaster essential. Leadership qualities will also be necessary.

Deputy Headmaster–Level 14
A degree, teacher training and successful experience as a Deputy Headmaster/Headmaster essential. Leadership qualities will also be necessary.

The following Secondary posts will require English Language as a major plus any combination of these supportive subjects:–Mathematics, Science, Social Sciences (Geography, History, Economics, etc.) Expressive Arts (Art, Physical Educ., Drama, etc.) Agriculture, Home Economics, Commerce.

Senior Subject Masters–Level 13
A degree, teacher training and successful experience as a senior Subject Master or departmental head essential.

Subject Masters–Level 9
A degree, teacher training and successful experience as a Subject Master essential.

Teachers–Level 6
A degree plus Teacher Training preferred. Teacher Training will be considered. A minimum of 3 years' successful teaching experience is essential.

External Studies Division
Ref: VIS/EDUC-EXST/33

(National High Schools and College of External Studies.) Subjects: Science, Mathematics, English, Social Studies, Expressive Arts, Commerce.

Subject Departmental Heads–Level 14
A degree or equivalent in one of the above Subject areas together with experience in supervision and in-service training of teaching staff, developing curricular/assessment programmes will be required. Professional training preferably at higher degree level is also essential with teaching experience in a developing country or to culturally different groups desirable.

Subject Masters–Level 9
A degree or equivalent in one of the above Subject areas together with a number of years successful teaching experience and professional training essential.

Technical Division
Ref: VIS/EDUC-TECH/32

Lecturers–Level 14
For Certificate Courses in Building, Catering & Hotel Administration, Civil Engineering, Commerce, Electrical Engineering, Mechanical Engineering, Laboratory Technology. A degree, diploma or HNC with experience appropriate to lecturing specialisation essential. Teaching qualifications or industrial supervisory experience desirable with additional technical qualifications an advantage.

Teacher/Instructor–Level 13
For Pre-Employment and Apprentice Training Courses in Clerical, Commercial & Secretarial areas and in the following trades:– Carpentry/Joinery, Plumbing, Bricklaying, Boatbuilding, Painting/Signwriting, Aircraft Maintenance, Automotive Electrical, Letterpress, Lithography, Composing, Electrical, Refrigerator Mechanics, Fitting/Machining, Metal Fabrication/Welding, Motor Mechanics, Radio Mechanics, Chef/Catering, Panel Beating/Spray Painting, Sheet-metal work. Completion of a recognised Course, apprenticeship or equivalent training together with not less than 4 years (5 for trade subjects) appropriate experience essential. The ability to supervise and instruct in relevant commercial subject or trade area will also be required.

Rewards

Payable in Kina. The pound equivalent figures will fluctuate due to movement in exchange rates. The exchange rate on 23rd June 1980 was K1.54 to £1 Sterling.

Level	Salary
16	K14,050 (£9,123)
14	K12,810 (£8,318)
13	K12,350 (£8,020)
9	K10,405 (6,756)
6	K8,955 (£5,815)

Plus

- ✻ 3-year contract (renewable in most cases).
- ✻ Gratuity of 24% p.a. of annual salary. Gratuity is taxed at flat rate of 2%.
- ✻ Virtually free married or single accommodation.
- ✻ Air fares to and from PNG at commencement and expiry of contract.
- ✻ 6 weeks annual leave with return fares to U.K. during 2nd year of contract (including accompanying dependants).
- ✻ Free Primary Schooling, Free Secondary Schooling (Port Moresby and Lae only).
- ✻ Generous education subsidies (fees and fares for dependent children attending school overseas).

Please write or telephone, quoting appropriate reference for application forms (to be completed in duplicate) and further details to:

The Recruitment Attaché, Papua New Guinea High Commission, 14 Waterloo Place, London SW1R 4AR. Telephone: 01-930 0922. Closing date for applications 8th August, 1980. Anticipate interviews August and early September. Candidates not available for interview in the U.K. should not apply.

Papua New Guinea

NEW GUINEA

NATIONAL BROADCASTING COMMISSION
of Papua, New Guinea
SPEECH TRAINING OFFICER

A challenging opportunity is offered to a suitably qualified person, to participate in English Speech Training and up-grading of Papua New Guinean announcers and broadcasters.

The successful applicant will be responsible to the Director of Staff Development and Training and is required to:
(a) Analyse the speech remedial needs of radio broadcasters.
(b) Design, develop and conduct appropriate in-service English language courses and tutorials.
(c) Up-grade broadcasters' on-air presentation of spoken English.
(d) Assist in the training of broadcasters in general.

The appointee will be based in Port Moresby and should be able to relate to the people of this developing country.

Qualifications: appropriate degree, diploma or certificate in teaching English as a second language within a developing country at Secondary and/or Tertiary levels. Experience and a certificate in speech therapy desirable.

Conditions of Service: minimum contract 18 months. Maximum three years. Free housing (taxable only K416 per year). Free education in International Primary and Secondary Schools within Papua New Guinea. Assisted overseas education. Leave fares to country of recruitment after 18 months. Salary K12,810 per annum (£8,200), plus gratuity K3,075 per annum (£1,965).

Applications (with copies of references, etc.): The Director, Staff Development and Training, National Broadcasting Commission, P.O. Box 1359, Boroko, Papua New Guinea.

Closing date: August 22 1980.

TEACHING ABROAD ENGLISH

Teachers of ENGLISH to adults are required by Inlingua Schools of Languages in LUBECK, PFORZHEIM, FRANKFURT, WIESBADEN, MESSINA, LOGRONO, LERIDA, SINGAPORE, TOKYO, BRUSSELS, HELSINKI and OPORTO, and elsewhere in GERMANY, SPAIN and ITALY.

One-year contracts renewable, starting dates in August, September and October.

TEFL experience or qualifications not essential. Inlingua offers optional training in the UK in September with a full refund of fees if no appointment follows.

For further details please write (a) very briefly, (b) stating when available to take up a position, (c) enclosing a first or second-class stamp, International Reply Coupon or foreign stamp if abroad) but NOT a stamped addressed envelope please, and (d) referring to this advertisement, to: Inlingua Teacher Service, Department 767, PO Box 82, Canterbury, Kent CT1 1HZ.

We regret that we are unable to deal with telephone enquiries or personal callers.

JAMAICA

A private day school (K-12) of students serving the bauxite industry in central Jamaica requires qualified MATHEMATICS TEACHERS with experience in "O" level curriculum to teach students of mixed ability.

A SPANISH TEACHER with ability to teach FRENCH is also required.

Salary range is US$8,564 per annum, plus annual increment, housing allowance, health insurance and air fare.

Successful applicants would need to be in Jamaica by late August 1980.

A full résumé including telephone number, and names and addresses of referees, should be sent to Department PHC, ECIS, 19 Claremont Road, Surbiton, Surrey KT6 4QR, not later than July 16.

GERMANY

TEACHER of PHYSICS: a qualified and experienced teacher is required for September 1 for Physics and General Science.

TEACHER of GERMAN: a qualified and experienced teacher is required for September 1. This is an appointment for approximately six months.

Applicants should write to the Headmaster, The Frankfurt International School, An der Waldlust 5-7, 6370 Oberursel, West Germany, or telephone 010 49 6171 2ł-ł3.

YORKSHIRE

Can we help you find your next appointment?

SLS (directory), the employment agency for the TEFL profession has two separate files:
1. for experienced TEACHERS of ESP
2. for experienced TEACHERS of EFL.

To register on either costs you nothing except the postage—it could find you your next job.

For more details and your welcome to the directory please write to D Gibson, SLS (Directory), Adam Lodge, Monk Bar Court, York YO1 2LL.

WINTER IN ITALY

A well-known tour operator specialising in skiing holidays for school groups is looking for resident representatives to work in ski resorts in Italy from December 1980 to April 1981. Applicants should be over 21 and have had experience in dealing with children. Knowledge of Italian is essential and an ability to ski would be an advantage.

Write: Box No. T.E.S. 3843, The Times, WC1X 8BZ.

FRANCE

NANCY
English School for Adults requires English Native Speaker TEACHERS of ENGLISH in Nancy.

Preference given to young teachers with at least two years experience and/or training in teaching of oral language. Contract 9 months October to June (one month paid holiday). Salary 3,500 French francs.

Apply directly to The McKee Cours D'Anglais, 25 rue Lyautey, 54000, Nancy. Tel.: (8) 335 04 81.

SCOTCH COLLEGE

76 Shenton Road
SWANBOURNE, 6010
Western Australia

Applications are invited for the position of

DIRECTOR OF MUSIC

Applicants should be suitably qualified and should preferably have had experience in a school music department. It is hoped the appointee would commence duties in January, 1981.

The Director will be responsible for the development of Music in the school, both within the curriculum and outside it. He will be expected to coordinate the individual instrumental tuition by the music staff and to extend the present ensemble and choral work.

Applications in writing, giving the names and addresses of two referees and/or further enquiries should be made to the Headmaster.

MACHABENG HIGH SCHOOL

A multi-racial English-medium school, teaching up to advanced-level GCE.

HEADMASTER

Prime objective: to develop international understanding through a multi-national community of students and staff.

Minimum qualifications: University Degree plus Teacher's Certificate.

Experience: at least five years' experience as Headmaster at a High School.

Duties:
(1) Administration and curriculum development.
(2) Willingness to initiate extra-curricular activities and participation in school development activities.

Salary and fringe benefits: salary negotiable in the region of M13,000.00 per annum, plus fringe benefits which may include:
SUBSIDIZED HOUSING, GRATUITY, MEDICAL SCHEME
TRANSPORTATION COSTS, ETC.

Reply: J. M. Forrest, Esq., MBE, PO Box 858 Maseru 100, Kingdom of Lesotho, Southern Africa.

Gabbitas-Thring

JAKARTA

The British International School

CLASS TEACHERS

The British International School, Jakarta, wish to appoint two teachers for September 1980. A suitably experienced married couple would be strongly preferred.

Applicants should have a minimum of three years' junior teaching experience. Overseas experience would be a decided advantage.

One teacher should specialize in Maths, some additional Science would be an advantage. The other teacher is required to take either Music or Art, preferably with an ability to teach both. For a husband and wife, some variation in subject for one of the two could be accepted.

Furnished accommodation is provided and salaries will be in the region of US$9,000 to US$10,500, plus 12.5 per cent gratuity (both tax free).

Interviews will be held in mid August.

For further details and an application form, please write to Miss Karen Huxley,
Advertised Posts Department, at the address below.

Broughton House,
6,7 and 8 Sackville Street, Piccadilly,
London W1X 2BR. Tel: 01-734 0161

MINISTRY OF DEFENCE

SERVICE CHILDREN'S EDUCATION AUTHORITY

Primary School Appointments in The Federal Republic of Germany for January/September 1981

1. Applications are invited from appropriately qualified and experienced teachers for the following posts. All posts except the post at Lister School, Hereford, are to be filled from 1 January, 1981.

HEADSHIPS

BIELEFELD PRIMARY SCHOOL (GROUP 6)
Bielefeld School, which is organized on traditional lines, will have approximately 400 pupils on roll in January 1981 and 18 staff.

LISTER PRIMARY SCHOOL, HEREFORD (GROUP 6) FOR SEPTEMBER 1981)
The school, which is organized on traditional lines, is expected to have 425 pupils on roll in January 1981 and 18 staff.

DEPUTY HEADSHIPS

BISHOPSPARK FIRST SCHOOL, PADERBORN (GROUP 5)
Bishopspark School is housed in traditionally designed, spacious, modern buildings. In January 1981 it is anticipated that there will be 290 pupils on roll and 12 staff.

SHACKLETON PRIMARY SCHOOL, FALLINGBOSTEL (GROUP 5)
Shackleton School is housed in traditionally designed buildings. In January 1981 it is expected to have 290 pupils on roll and a staff of 12.

GRENVILLE PRIMARY SCHOOL, CELLE (GROUP 5)
The traditionally organized school has a recently built school hall and administration wing. It is anticipated that in January 1981 there will be 250 pupils on roll and a staff of 12.

The successful candidates for the Deputy Head Teacher vacancies will have a class responsibility and will be responsible for a major area of the curriculum and/or age phase.

2. SALARIES for these posts are in accordance with the current Burnham scales. In addition the London area allowance of £609 per annum is payable. FOREIGN SERVICE ALLOWANCE a tax free allowance is payable. SUPERANNUATION normal rights are safeguarded. ACCOMMODATION is rent free or an allowance towards the rent is payable. DURATION OF ENGAGEMENT initially for a period of 3 years.

3. All applicants should normally be resident in the United Kingdom. Teachers do not normally serve in Service Children's Schools abroad after the age of 50 and, therefore, the preferred age is under 47 years at the commencement of the engagement.

4. Requests for an application form and further details about each of the posts are available from:

Ministry of Defence,
CA(S)4L,
Room 343
Lacon House
Theobalds Road, London
WC1X 8RY,

or by telephone on 01-430 6504.

5. The closing date for completed application forms is 8 August, 1980.

SCEA

OVERSEAS
Appointments
continued

KENYA

January, 1981. Vacancies in government schools for qualified graduate teachers of ENGLISH, PHYSICS, CHEMISTRY, MATHEMATICS, HOME ECONOMICS to "A" level. Local terms, gratuity, free housing, passages paid.

Teachers with Christian concern (U.K. residents as interview essential) willing for simple lifestyle and professional challenge please send curriculum vitae and stamp for details to: Christians Abroad, 15 Tufton Street, London SW1P 3QQ.

MEXICO

GREENGATES SCHOOL
Mexico City
Requires for September 1980 TWO JUNIOR SCHOOL TEACHERS with minimum two years' experience. Overseas teaching an advantage.

School offers two year contracts and fares.

Applications including curriculum vitae to Headmistress, Susan Martinez, 218 Winchmore Hill Road, London N21 1QN.

KUWAIT

KUWAIT ENGLISH SCHOOL
TEACHERS of GENERAL SUBJECTS including MUSIC or GEOGRAPHY as specialist subjects, required for September 1980. Secondary and Primary levels.

Applications with curriculum vitae and photograph to P.O. Box 8040, Salmiya, Kuwait.

LUXEMBOURG

THE AMERICAN SCHOOL OF LUXEMBOURG
Requires a MATHEMATICS/SCIENCE TEACHER for September.

For further details and an application form please contact Mrs. J. Longworth, Advertised Posts Department, Gabbitas-Thring Services Ltd, 6, 7, and 8 Sackville Street, London W1X 2BR. Telephone 01-734 0161

ZARAGOZA

BRITISH SCHOOL OF ARAGON
Unexpected vacancy exists for September for a TEACHER of FRENCH with subsidiary English. Ring 0567 21036 for details.

E.F.L. TEACHERS required end of September for Language Institute, Santander, Spain. — Apply with curriculum vitae to Francis Pardo, Instituto Anglo-Cantabro, calle Cadiz, 14, Santander, Spain.

ITALY. Well-established private language school in Northern Italy seeks E.F.L. TEACHER preferably with experience for Sept. Minimum 1 year contract.—Applications with curriculum vitae to Box No TES 3839, The Times WC1X 8EZ.

EURO consultancy offers range of E.F.L. services for communities, groups and individuals. Specialist instructors. — Details from: The Director, E.F.L.C., 78 Clyde Road, Tottenham, London, N 15.

SYRIA—IRAQ—JORDAN. 21 days camping tours. Include Palmyra, Hatra, Babylon, Petra. July to Oct.—Hann Overland, 16A Soho Square, London W.1. Tel: 01-437 0518.

TEACHERS in Greece. Several posts available in Greece for qualified E.F.L. teachers. For details send S.A.E. to T.I.G., Box TES 3827, The Times, WC1 8EZ.

OVERSEAS DEVELOPMENT

KNOW-HOW-vital to developing countries

Assistant English Teacher — Tuvalu

To teach English to Forms 4 and 5 and to prepare students for Fiji Junior Examinations and eventually New Zealand School Certificate Examination. Applicants, preferably aged up to 55, should have a Teaching Certificate in English as a Second Language and experience of teaching English at Secondary level. Preference will be given to applicants with a Degree in English but non-graduates will also be considered.

Appointment 2 years. Salary in range £5,144-£8,714 p.a. including an allowance, normally tax free, in range £3,324-£5,790 p.a. Terminal gratuity 25% of basic salary.

Other benefits include free family passages, children's education allowances and subsidised accommodation. An appointment grant of up to £300 and an interest free car purchase loan of up to £2,400 may be payable in certain circumstances. Superannuation rights may be safeguarded. Applicants should be citizens of the United Kingdom.

For full details and application form please apply quoting ref (315J) stating age, post applied for, qualifications and experience, to:—

Appointments Officer,
OVERSEAS DEVELOPMENT ADMINISTRATION,
Room 301, Eland House,
Stag Place, London SW1E 5DH.

ODA

HELPING NATIONS HELP THEMSELVES

TEACHERS. MOVE UP TO A POST AS AN INSTRUCTOR OFFICER IN THE ROYAL NAVY.

If you have the right combination of talent, initiative and leadership potential, you could become an Instructor Officer and teach in the Royal Navy.

But you would be more than a teacher. You would be trained to be a Naval Officer, and would be expected to lead and exercise authority accordingly.

Then, with a degree in Engineering, Physics, Mathematics or Computer Science, or a teaching qualification in Physical Science, you would become involved in the education and training of Naval Ratings at all stages of their careers.

With a good honours or higher degree in these subjects, you could soon become involved in Officers' degree and post-graduate training in Engineering or Nuclear Science.

There are also a few vacancies for good Arts graduates to teach Liberal Studies and Current Affairs at all levels.

You would join on a Short Career Commission of 5 years, at a starting salary of up to £8,571 p.a., depending on qualifications and experience, and with a tax-free gratuity of £4,425 at the end. Or you could leave after 3 years with a gratuity of £2,655.

After 2 years' service you could apply for transfer to a longer, pensionable commission with prospects of promotion to the senior ranks of the Service.

If you think you could meet the challenge of a career as an Instructor Officer and are between the ages of 21 and 32, write for further information and an application form to the address below.

A full c.v. is not required at this stage, but you should indicate briefly your main qualifications and subject.

Write to Captain R.K. Alcock, ADC, BSc, RN (949TH3), Room 120, Ripley Block, Old Admiralty Building, London SW1A 2BE.

ROYAL NAVY OFFICER

HMS HERMES - 28,500-TON ANTI-SUBMARINE CARRIER.

SENIOR CAREERS OFFICER

(FE/HE)

A qualified, experienced Officer is required to take over the running of a well-developed service concerned, primarily, with the Borough's Colleges of Technology and Further Education. Applicants should preferably have had industrial or commercial experience as well as experience of advisory work across both age and ability ranges.

Salary: £6,363 to £7,467 inclusive (starting point based on qualifications and experience

Details and application forms from the Principal Careers Officer, Careers Service, 383 High Street, Stratford E15 4RD. Telephone 01-534 1374, extension 25. Closing date July 16, 1980.

LONDON BOROUGH OF NEWHAM

Office Manager

AP 4—Salary £5,808 to £6,324 pa inc.

Required at Willesden College of Technology, Denzil Road, London, N.W.10, to run the busy general office. This office deals with enquiries, switchboard, student registers, part-time salary claims, etc. Preference will be given to applicants with previous college supervisory experience.

Location: The college is situated between Dollis Hill and Neasden stations on the Jubilee Line and is within five minutes' walk of either.

Application forms and job descriptions from the Controller of Personnel & Management Services, Room 708, Brent House, High Road, Wembley, Middlesex, returnable 21 July, 1980. Telephone 01-903 0371 (24-hour Ansafone service).

Reference number E/366/JD must be quoted.

London Borough of BRENT

WILTSHIRE COUNTY COUNCIL

Education Department

EDUCATION WELFARE OFFICER

Salary: £3,990-£4,713 per annum (for unqualified officers)

£4,476-£5,266 per annum (for qualified officers)

This post is based in the Pewsey and Marlborough area, serving 29 schools including two comprehensive schools. Previous applicants need not reapply.

Application form and job description available from the Chief Education Officer (ST/N/HEM), County Hall, Trowbridge, Wiltshire BA14 8JN, telephone Trowbridge 3641, extension 2454, quoting reference E.80,84, returnable by 25 July, 1980.

EDUCATION DEPARTMENT

INSPECTOR FOR MUSIC

£11,286-£12,126 (Senior Inspector Grade, Soulbury)

To advise the County Education Officer in all aspects of Music Education in the County and will have responsibilities in the Kent Music School, the Instrumental Tuition Scheme and the Kent Junior Music School. Ideally an appropriately qualified person would also be appointed Director and Conductor of the well-known Kent Youth Orchestra. He/She will also be expected to undertake general inspectorial duties in schools in an area of the County. Further particulars and application form returnable by 25 July from W. H. Petty, County Education Officer, Springfield, Maidstone, phone (0622) 671411 ext 2431 (Ref G/P).

KENT COUNTY COUNCIL

OVERSEAS Appointments continued

TEACHER, B.A., P.G.C.E., six years' experience in International Middle School (9 to 14), can coach soccer, rugby and cricket. Geography specialist, but can teach History and Economics, good knowledge of French, seeks similar position in Canada 1981 or sooner.—Box No. T.E.S. 3845, The Times WC1X 8EZ.

BPL Teachers Placement Service, UK and abroad. Curriculum vitae and SAE for details to The Director, BTLG, 78 Clyde Road, Tottenham, London, N15.

Administration

Local Education Authority

CLWYD

COUNTY COUNCIL

EDUCATION DEPARTMENT SPECIALIST CAREERS OFFICER based at Mold Careers Office. Salary on scale AP 4/5 £5,268 to £6,381 per annum. The post is financed by a special Government grant and the continuance will be dependent upon the period of such grant.

Applications are invited from practising Careers Officers with a high level of interest in employment, training and recruiting matters and from candidates with appropriate experience in commerce or industry, for work in connection with the employment problems of young people and the implementation of the expanded Youth Opportunities Programme.

Application forms and further details obtainable from the Director of Administration and Legal Services, Shire Hall, Mold, Clwyd (Telephone Mold 2131, extension [illegible]) to be returned by 22nd July.

E. R. LL. DAVIES, Director of Administration and Legal Services.

HERTFORDSHIRE

HERTFORDSHIRE COLLEGE OF ART AND DESIGN

CHIEF ADMINISTRATIVE OFFICER

Applications are invited from suitably qualified and experienced men and women for the post of CHIEF ADMINISTRATIVE OFFICER and CLERK to the GOVERNORS. The College, which is CNAA Approved and Conditionally Approved by TEC/DATEC, is developing a range of Courses principally at Advanced level.

The post will be vacant from mid-October.

Salary AP6 £5,975 to £6,381 plus Outer London Weighting £159.

Further details and application forms are available from The Principal, Hertfordshire College of Art and Design, 7 Hatfield Road, St Albans. Telephone: St Albans 64411.

KENT

COUNTY COUNCIL

KINGSGATE COLLEGE

Broadstairs

Resident ASSISTANT MANAGER — [illegible] (commencing early September). 37 hours weekly. Catering and administrative qualifications necessary, considerable experience in staff management and customer liaison desirable.

Full board and lodging provided in lieu of weekend and split duty working holidays as per NJC agreement.

Job description and application form from the Manager at the College, Convent Road, Broadstairs CT10 3PX (S.A.E. please).

KIRKLEES

METROPOLITAN COUNCIL

DIRECTORATE OF EDUCATIONAL SERVICES

SENIOR CHILD CARE OFFICER

Royd Edge Special School, Holmfirth Road, Meltham, Huddersfield HD7 3DD

Salary Scale: R.C.C.O. 3 (Qualified) £4,848 to £5,487 R.C.C.O. 3 (Unqualified) £4,381 to £5,130. Required to commence duties on September 2, 1980. Senior Child Care Officer (resident or non-resident) at this Co-educational school of 50 maladjusted pupils aged 13-16 years. The person appointed will be expected to be responsible for work with boys. The post is superannuable under Local Government Superannuation Regulations and the appointment will be subject to a satisfactory medical report.

Sleeping in duty allowance payable where appropriate. Charge for board and lodging for residential staff is £546 per annum.

Application forms obtainable from the Director of Educational Services, Staffing Section, Oldgate House, 2 Oldgate, Huddersfield HD1 6QW, to be returned to the Headmaster at the school within 14 days from the date of the appearance of this advertisement. Further particulars may be obtained from the Headmaster. Tel. Huddersfield 850410.

LANCASHIRE

COUNTY COUNCIL

EDUCATION DEPARTMENT

CAREERS SERVICE

Appointment of Temporary SPECIALIST CAREERS OFFICER (UNEMPLOYMENT)

District of Blackpool

Salary Scale AP5 (£5,975 to £6,381)

The Lancashire Careers Service has a total of 17 Specialist Officers working with unemployed young people in the county and the above vacancy is for one of two Specialist Careers Officers who together with a Specialist Employment Officer, make up the unemployment team based at Blackpool.

Applicants for this post should, therefore, be qualified and experienced Careers Officers with a particular interest in this type of work.

Further details and application forms may be obtained from the Chief Education Officer, P.O. Box 61, County Hall, Preston, PR1 8RJ, quoting reference A7[illegible] JAC.

Closing date: July 28, 1980.

LEEDS

CITY COUNCIL

DEPARTMENT OF EDUCATION

Post FE LECTURER II Head of Centre Adult Education Hall Park West Park Area Leeds

Area Community Education Officer, North West III G. F. Breakell

Applications are invited from persons with appropriate qualifications and experience for this established post. The main duties include the promotion of a large non-vocational evening programme and the development of Adult Literacy and Basic Education courses.

Application forms, returnable within 14 days of the appearance of this advertisement, and further details are available from Director of Education (FE [illegible]), Department of Education, Great George Street, Leeds LS1 3AE.

LONDON

The Royal Association for Disability and Rehabilitation has a vacancy for an EDUCATION OFFICER to work in the re-structured Education Department.

Applicants should have some knowledge of educational services in the U.K.

Further information from the Administrator, 25 Mortimer Street, London W1N 8AB.

NORTH YORKSHIRE

COUNTY COUNCIL

SENIOR CAREERS OFFICER

York

Applications are invited from suitably qualified and experienced men and women for the post of SENIOR CAREERS officer at the Area Careers Office, Piccadilly, York.

Salary Scale: AP5 £5,975 to £6,381 per annum.

Application forms (to be returned by 25th July, 1980) and further details from the County Education Officer, Room 33, County Hall, Northallerton DL7 8AE.

General

BIRMINGHAM

THE UNIVERSITY

DEPARTMENT OF EXTRAMURAL STUDIES

ADMINISTRATIVE ASSISTANT

Applications are invited from GRADUATES for the above post. Duties include Wardenship of Evening Studies Centre in central Birmingham and administration of evening classes, short courses and day schools, study tours and summer school. Salary: Administrative Scale 1A (£4,102 to £4,707) under review.

Applications to Senior Assistant Secretary, PO Box 363, Birmingham B15 2TT, from whom further particulars may be obtained. Closing date Thursday, July 31, 1980.

BIRMINGHAM

ST. PAUL'S COMMUNITY PROJECT LIMITED

PLANT AND ANIMAL CENTRE MANAGER/TEACHER

Required to develop exciting new building. Users include children from St. Paul's Projects, School, Nursery, Playcentre; the wider community and other local schools. Rural Studies/Biology teacher preferred. Salary dependent upon experience. September, 1980 (or sooner) start.

Full details and application form available from: The Secretary, St. Paul's Community Project Limited, 120 St. Paul's Road, Balsall Heath, Birmingham 12.

TEACHING ENGLISH IN VENEZUELA

Immediate vacancies at the British Council Institutes at Maracaibo and Ciudad Guyana for:—

DIRECTORS

(£9,237 to £13,081)

LECTURE SUPERVISORS

(£6,761 to £9,892)

ENGLISH TEACHERS

(£5,000 to £7,500)

Starting September 1. All salaries tax-free. Return air-fares provided. Salaries according to qualifications. Some knowledge of Spanish and considerable professional experience necessary. Ideal for working couples.

Send curriculum vitae to Teacher Selection Department, ENGLISH INTERNATIONAL, 106 Piccadilly, London W1.

SOCIAL SERVICES DEPARTMENT

DEPUTY MANAGER

(Neighbourhood Day Centre, Sydenham Road S.E.26)

£5,658 to £6,174

Applications are invited for this post at a large modern purpose-built Day Centre which is open 7 days a week for approximately 700 elderly/elderly physically handicapped members.

The successful applicant will be required to supervise the Day Centre and to arrange the provision of day care, including social and recreational activities for the members under the direction of the Centre Manager. Weekend duties are shared on a rota basis with compensatory time-off in lieu.

Previous experience in day care for the elderly/elderly physically handicapped, organising ability, tact and initiative are necessary.

Informal enquiries are welcome; telephone Mr. Sen on 01-698 6121, ext. 255.

Application form, returnable by 25th July 1980, and detailed job description from Chief Personnel Officer, Town Hall, Catford, London SE6 4RU, or telephone 01-690 7666 (24 hour ansafone service) quoting reference SS746/TES and job title.

LONDON BOROUGH OF LEWISHAM

Our jobs are open equally to all races and both sexes.

NATIONAL FOUNDATION FOR EDUCATIONAL RESEARCH IN ENGLAND AND WALES

Apu Mathematics Monitoring Team

Senior Research Officer—Deputy Project Leader

Applications are invited for the deputy leadership of the mathematics monitoring team which will become vacant on October 1, 1980.

The team conducts surveys of the mathematical performance of 11 and 15 year olds in the schools of England, Wales and Northern Ireland on behalf of the Assessment of Performance Unit at the DES.

The forms of assessment currently employed include written and practical tests and attitude questionnaires. Tests assessing pupils' problem-solving strategies are being developed for inclusion in the surveys from this year.

Experience in the analysis and interpretation of survey data is required and a relevant higher degree would be an advantage.

The post would be offered, in the first instance, until March 1982.

Salary Scale: £7,746 to £10,484. Placement on scale according to qualifications and experience.

For application forms (no c.v.) and further particulars, please apply (quoting post number MPMO2) to Mrs. P. P. Harris, Group Personnel Officer, National Foundation for Educational Research in England and Wales, The Mere, Upton Park, Slough, Berkshire. Telephone: Slough 28161.

Closing date for return of completed application forms, no later than Friday July 25, 1980.

Education Committee

Professional Assistant

(Ethnic Minorities)

Salary Range PO1B (£8,262-£9,114 Inclusive)

This new post which is particularly concerned with monitoring, maintaining and improving the special provision for ethnic minority groups is a new departure for this Authority. We are seeking someone with an intimate knowledge of the educational needs of these groups and the ability to relate with understanding to the parents of pupils from minority ethnic backgrounds.

The post is suitable for graduates with good teaching experience who are looking for a first post in education administration which will give them experience in a wide range of professional responsibilities.

The post carries a casual car user allowance and the Authority offers generous relocation assistance in approved cases.

Application forms and job descriptions from the Controller of Personnel and Management Services, Room 708, Brent House, High Road, Wembley, Middlesex, returnable 21st July, 1980. Telephone 01-903 0371 (24 hour Ansafone service). Reference number E/741/JD must be quoted.

London Borough of BRENT

EACHING STAFF

required for

PECIAL SAVE THE CHILDREN VIETNAMESE REFUGEES ESETTLEMENT PROGRAMME

in W. Yorkshire

nts should be fully qualified and experienced to
t to 16 year olds, for a wide range of subjects.
linked to Burnham Scale.
& Lodgings provided.
y: please write with full details
r, or telephone;
Hodgetts or Julia Meicklejohn
The Save the Children Fund
157 Clapham Road
London SW9 0PT
Tel: 01-582 1414
Closing date: July 23, 1980.

Save the Children

ATIONAL UNION OF TEACHERS

ASSISTANT ADMINISTRATIVE OFFICER

EDUCATION DEPARTMENT

EDUCATION. DEPARTMENT

ications are invited for the above vacancy in the ation Department. The successful candidate will be ed in assisting with the preparation of papers and documentation on matters of current educational n, particularly in the fields of special education, e school education, falling rolls, educational techy and school buildings. The person appointed will be responsible, under the direction of the Official rned, for dealing with correspondence on the above s.

nowledge and understanding of the education system England and Wales is essential, while teaching experience would be an advantage. Applicants need not necessarily have experience in the particular fields of education mentioned above.

ary: £5,439-£6,510, inclusive of London Allowance:
s: 30p per day.
ur weeks' annual leave, plus generous leave at Bank Holidays.
rovisory Contributory Superannuation Scheme.
cation forms and a job description are available: National Union of Teachers, Hamilton House, ndon Place, LONDON WC1H 9BD. Telephone 01-387 . Ext. 16.

Borough is within easy reach of Central don and bordered by Epping Forest.

uired from September, 1980

nior Educational ychologist

ool Psychological Service

erfield Centre, Leyton Green Road, London E10
pal Educational Psychologist, Mr L. Pearson, M.A.
y: Soulbury Head Teacher 8. £9,264-
087, plus Outer London Allowance.

School Psychological Service which has its own se is well established and able to offer a wide of experience and responsibilities. The successndidate would take responsibility with one basic psychologist, for the following duties: Schools Nurseries in half the geographical area of the gh, Tutorial Centre and Special Classes, Social ee Establishments (Assessment Centres and en's Homes), Children with Physical Handicaps, use Centre (Secondary Schools' Support e).

appointed Senior Educational Psychologist will sponsible for the supervision and professional opment of the Basic Grade Psychologist, the rvision of trainee psychologists and ensuring a um of continuous service to an individual school in the absence of one psychologist or senior hologist.

icants are strongly advised to visit the Summer Centre.

her details and application form obtainable from Controller of Personnel Services, Town Hall, Road, Walthamstow, E17 (Tel. 531 8899—24 answering service). Closing date 29 Aug., 1980.

Waltham Forest

ADMINISTRATION General continued

LONDON

LONDON DIOCESAN BOARD OF EDUCATION

EDUCATION AND COMMUNITY DIVISION

We are looking for someone to join our team to supervise an exciting new experiment in CHRISTIAN EDUCATION in East London.

Skills in either teaching, training or educational administration would be an advantage.

Further details from Malcolm Grundy, 7 St Andrew Street, London EC4 3AB.

WOMEN'S FOOTBALL ASSOCIATION

ADMINISTRATION ASSISTANT

New post. Responsible for wide variety of duties. Typing essential. Salary £6,000 including London Weighting. London based.

Further information and application form: Honorary Secretary, 7 Mayfield Road, London N8 9LL.

Educational Psychologists

CITY OF BIRMINGHAM

EDUCATION DEPARTMENT

JOINT PSYCHOLOGICAL AND CHILD GUIDANCE SERVICE

Appointment of EDUCATIONAL PSYCHOLOGIST (part-time).

Applications are invited for the above 3/10 post, tenable from September 1, 1980. The post-holder will join a team at the Service's Ward End Centre, for varied and interesting work on both a referral and project basis.

Salary within the range 11.22 of Soulbury Scale (£6,843 to £9,498 pro rata).

Further enquiries will be welcomed by Dr. G. U. Herbert, Chief Psychologist, on 021-454 1168/9.

Application forms and further particulars may be obtained from Chief Education Officer, Personnel Division, Margaret Street B3 3BU.

Closing date July 25, 1980.

CAMBRIDGESHIRE

HUNTINGDON AREA SCHOOL PSYCHOLOGICAL SERVICE

Required for September, if possible, or January, TEACHER for SCHOOL PSYCHOLOGICAL SERVICE, Scale 2/3.

See, under Special Scale 2 and above.

ENFIELD

(London Borough of)

EDUCATION DEPARTMENT, TEMPORARY EDUCATIONAL PSYCHOLOGIST, £6,132 to £9,906 inclusive.

Applications are invited for this post at the Child Guidance Centre and Clinic, Garvary, 8 Dryden Road, Bush Hill Park, Enfield EN1 2PP (tel. 01-360 6771).

Informal enquiries welcomed, please ring Mr Hadley, Acting Principal Educational Psychologist at the Centre.

Application forms available from the Director of Education, P.O. Box 56, Civic Centre, Silver Street, Enfield EN1 3XQ.

NORTHAMPTONSHIRE

CORBY ADULT BASIC SKILLS ASSESSMENT UNIT

A PSYCHOLOGIST with experience of psychometric testing and the counselling of adults is required to establish and develop the above unit.

This appointment is being made by the Adult Literacy and Basic Skills Unit with the objective of assignment to Northamptonshire County Council. The appointment is in the first instance, on the basis of a fixed-term contract for two years.

P.B. Burnham, Senior Lecturer, £7,191 to £9,039 (July 1980, under review).

Further details may be obtained from the County Co-ordinator for Adult Basic Education, John Clare Centre, Kettering Road, Northampton (Telephone: 30411), to whom applications should be returned by July 31, 1980.

Examiners

LONDON REGIONAL EXAMINING BOARD

Applications are invited for the following posts. MODERATORS in DRAMA; SOCIAL STUDIES; MATHEMATICS.

Application forms and further details may be obtained on request to D. H. Board, M.A., Secretary to the Board, London Regional Examining Board, Lyon House, 104 Wandsworth High Street, London SW18 4LF, to whom completed forms should be returned no later than Friday, August 1, 1980.

Ancillary Services

DEVON

BRAMDEAN SCHOOL,
Exeter.
Founded 1907
Independent Day and Boarding School for Boys.

RESIDENT MATRON required for the September Term, preferably S.E.N. Approximately 40 Boarders (boys). Age range 5-13 plus. Most weekends Friday evening—Sunday evening free. Comfortable accommodation, colour television. Accommodation can be used during holidays if required. Candidate should be homely, energetic and a good disciplinarian. Candidate with one child could be considered.

Applications to the Principal, Bramdean School, Homefield Road, Heavitree, Exeter, Telephone Exeter 73387.

WEST SUSSEX

S. MICHAELS BURTON PARK
Petworth
(Independent Boarding School for 250 Girls under the Woodard Corporation)

Required in September, due to retirement, SCHOOL MATRONS to join department of five.

Resident posts, no domestic duties, no nursing, generous free time and school holidays. Suit older applicants.

Please apply to the Headmistress.

MATRON required (September) by Preparatory School to take charge of the welfare of 90 boarders (boys and girls aged eight to 13). Driver an advantage. Accommodation and board during term time. Salary according to qualifications. The school is situated in a large estate 3 miles from Horsham. Applications with the names of two referees to: The Bursar, Forest Grange School, Horsham, West Sussex. Telephone: Faygate 219.

Miscellaneous

DERBYSHIRE

COUNTY COUNCIL,
ALDERCAR SCHOOL,
Godkin Drive, Langley Mill, Nottingham NG16 4HA.
Tel: Langley Mill 2477.
Headmaster: Mr D. H. Cliffe.

Required for September, qualified TEACHERS for the following posts: ENGLISH (full or part time) Scale 1 (3 posts available). MATHEMATICS (part time), Scale 1. DOMESTIC SCIENCE / NEEDLEWORK (part time), Scale 1.

Application forms available from the Headmaster at the above address.

MID-WALES

THEATRE POWYS

The Touring Community and Theatre and Education Company for Mid-Wales requires:

TWO—ACTOR TEACHERS:
ONE—DANCE CO-ORDINATOR:
ONE—DESIGNER:

to commence duties on September 10, 1980.

For further details contact the Administrator, Theatre Powys, The Drama Centre, Tremont Road, Llandrindod Wells, Powys (Telephone: 0597 3589) within seven days of the appearance of this advertisement.

Theatre Powys is funded by Powys County Council, The Welsh Arts Council, South East Wales Arts Association and North Wales Arts Association.

HAMPSHIRE

Deputy Officer-in-Charge Observation and Assessment

RCCO 6 or 7 (£6,381-£7,077 or £7,077-£7,722) subject to completion of review

RED HATCH OBSERVATION AND ASSESSMENT CENTRE, WINCHESTER, is a key Regional and County resource catering for 18 girls in the 12+ age group and, following the retirement of two senior staff the management structure is being adjusted.

To strengthen the middle management level we wish to recruit an experienced person to assist the Officer-in-Charge in the overall running of the establishment and the management of a highly experienced staff team involved in the producing of detailed assessment reports, correlating reports for Court and liaising with other professional specialist staff.

It is envisaged that the successful applicant will possess extensive care and management skills which are complementary to those of the Officer-in-Charge, and will have a background of professional training and experience in one or more of the fields of residential work, social work or teaching.

Informal enquiries are welcomed to Mr. W. Rodway, Professional Services Officer, on Winchester 4411 (extension 7340), or to Mr. B. Crafer, Assistant Divisional Director, on Winchester 69313, and application forms, to be returned by 26th July, may be obtained by writing to the Director of Social Services, Trafalgar House, Winchester.

LIBRARY SERVICE

Educational Resources Librarian

Chartered Librarian required for newly re-designated post based at the Library Administration Centre in Chichester. The principal tasks will be to help in the development of the Schools Library Service and to assist the Assistant County Librarian—Youth Services. Applicants must be able to drive. The post is ideal for librarians with some experience particularly with non-print materials and who are keen to develop their career.

Salary AP4/5 (£5,268 to £6,381) plus casual car user allowance. Removal expenses paid in approved circumstances.

Closing date: August 1, 1980.

Further details and application forms from Mrs A. James, telephone Chichester 785100, Extn. 638.

West Sussex COUNTY COUNCIL

What's Your Alternative to Teaching?

Well, there are quite a few, but there's one alternative you've probably never considered. Residential Social Work.

Surprised at the suggestion? Then you may also be intrigued to learn that you can use your qualifications and experience of this kind of work.

We run a Community Home—Shermanbury Grange—set in the heart of West Sussex farmland. We look after, guide and care for some 24 adolescent boys and girls aged 13 to 16 who present a range of behavioural problems. You do not need to be resident unless you wish to be but hostel accommodation is available for single people.

As a Trainee Child Care Officer you'll therefore need a strong personality, an even temperament and a wide range of interests. You need to have an empathy for children's problems and the ability to help solve them. In fact you'll need to be a teacher, parent-figure and professional friend all rolled into one. You will be rehabilitating adolescents and helping them lead a fuller lifestyle. Naturally enthusiasm and commitment are essential. A sense of humour would also help. It would definitely be an asset if your teaching speciality was of a practical nature, or you have hobbies which you could share with the children, as a large part of your work involves encouraging and joining them in a number of activities.

Our facilities are extensive and include a lake within the grounds for fishing, canoeing, etc., and sufficient acreage for extensive outdoor activities including horticulture. Overall we offer an ideal environment for the care of difficult adolescents. It's an environment that the staff find very rewarding as well.

We offer a 14 week course commencing in September 1980 which will combine practical placements with day release study. The placements will be in various Children's Establishments, a Home for the Elderly and an Area Office. One day per week will be spent at the West Sussex Institute of Higher Education at Chichester on the Modular Training Programme and one further day at Shermanbury Grange. The salary paid whilst on training will be £3,408 but will rise to £4,104 on successful completion of the training period.

Closing date: 25th July 1980.

So, if you are a teacher and feel ready to completely change your way of life within a new professional career, ring Peter Taylor, Principal, on Horsham 710371 for more details and to arrange an informal visit, or simply clip the coupon and send it to the Director of Social Services, The Grange, Tower Street, Chichester PO19 1RQ.

Please send me more details of training as a Child Care Officer at Shermanbury Grange.

Name..

Address.......................................

....

....

West Sussex County Council

SOCIAL SERVICES

MISCELLANEOUS Appointments continued

KENT
COUNTY COUNCIL
TECHNICIAN IN FINE ART, Printmaking Area, at Maidstone College of Art. Working experience in photography and photographic process work for printmaking essential. Practical knowledge of printing procedures—etching, litho and screen.

Salary £4591 to £5704.

Further particulars and application form from Chief Administrative Officer at the College, Oakwood Park, Maidstone, Kent phone 57286.

LONDON
INNER LONDON EDUCATION AUTHORITY
HACKNEY COLLEGE
Poplar Centre, Poplar High Street, London E14 0AF
A STUDENT SERVICES OFFICER is required at the above College.

Salary £5,901 to £6,669 inclusive

Applicants should have appropriate qualifications and/or experience. Duties include assistance to students with health, financial and home problems.

Application forms and details from the Education Officer, (EO/Estab 1B), Room 3__, The County Hall, London SE1 7PB. (Please enclose foolscap s.a.e. for reply.) Applications to be returned by July 25, 1980.

GOLD

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Your gold or other precious metal is stored at a major Swiss bank for you. IT IS FREE OF TAX—IT IS SIMPLE—SAFE—SECRET. IT WILL BE REDEEMED UPON DEMAND anywhere in the world.

YOU MAY INVEST AS LITTLE AS US DOLLARS 2,500 OR EQUIVALENT.

For full particulars send for free brochure and copy of certificate to—International Finance Corp (Pty) Ltd, Suite 2436, Sanlamsentrum, Jeppe Street, JOHANNESBURG 2001, South Africa. Telephone : (011) 37-7657. Telex : 8-0834 SA.

SOCIAL SERVICES DEPARTMENT

Rehabilitation Officers

for the Rehabilitation/Resettlement for the Mentally Disordered.

Salary: AP3/4 £4,581 to £5,784 p.a. depending upon qualifications and experience.

We need two officers to join our Rehabilitation/Resettlement Teams, one of whom will be based at the North Wales Hospital, Denbigh, and the other at the Maelor General Hospital, Wrexham. If you have qualifications and/or experience in assisting people to learn/re-learn the arts of domestic and social living skills, please apply. Postholders will be essential car users, for they will work in a variety of settings, in residential and day care establishments and in clients own homes. This work will be challenging and you will become fully involved in the assessment, training and support of your clients. You yourself will be a member of a highly professional, multi-disciplinary team where you will have full support. For further information contact Miss Dora Jones, Principal Psychiatric Social Worker, North Wales Hospital, Denbigh (Tel: Denbigh 2871). Application forms and further particulars, obtainable from the Director of Administration and Legal Services, Shire Hall, Mold, Clwyd (Tel: Mold 2121 Ext 394) to be returned by July 29.

E. R. Ll. DAVIES
Director of Administration
and Legal Services

CLWYD COUNTY COUNCIL

REDBRIDGE SPORTS CENTRE TRUST LIMITED

This lively, independent Sports Centre with 4,500 members seek applicants for the following important appointments :—

1. SPORTS CENTRE MANAGER

Candidates should have good management experience within the field of recreation management : sporting skills are secondary to good administrative abilities. This challenging job calls for initiative and total responsibility for the efficient running of a prestigious Centre. There is no limit on age, but we would expect applicants to bring a professionalism and warm personality to this post which has probably been gained in a similar post elsewhere, possibly as a Deputy Manager. Accommodation may be available. Please apply for a full descriptive leaflet and application form to The Secretary, Dept. RSC/1.

2. ASSISTANT MANAGER

Candidates will probably be in the age range 21-30, properly qualified and anxious to make his/her mark in recreation management. High standards are set by the Centre, with efficient management and control as the goal. All playing abilities are catered for from beginner to international. The Centre was established mainly for racket sports, squash, badminton and tennis, although various other sports are catered for including judo, gymnastics, etc. It is a thriving Centre with a fine reputation and friendly atmosphere and it stages events at national and regional level. Responsibilities will include supervision of courses, teaching teenage children and general administrative duties. Accommodation may be available.

Please apply for further descriptive leaflet and application form to : The Secretary, Dept. RSC/2, Redbridge Sports Centre Trust Ltd., Forest Road, Barkingside, Essex. Tel : 01-501 0019/10.

ISLINGTON
(London Borough of)
PARKS AND RECREATION DEPARTMENT
RECREATION AND PLAY TRAINING UNIT
CAN YOU HELP PEOPLE IN THEIR WORK ?
ARE YOU A GOOD ORGANISER ?
HAVE YOU WORKED WITH THE COMMUNITY, PARTICULARLY "KIDS" AND YOUNG PEOPLE ?
HAVE YOU HAD EXPERIENCE OF TRAINING PEOPLE WORKING IN PLAY, COMMUNITY WORK, YOUTH WORK OR MANAGEMENT ?

If the answer is yes and you can accept a challenge there may be a position for you in our Training Unit.

We are seeking to fill two positions:

(1) A TRAINING TUTOR who will head the small team running the Training Unit who should be able to work effectively and creatively with non-statutory organisations as well as Council officers. It is desirable that he/she should have previous experience as a trainer and have an interest in Management Development. Practical experience in play work would be an added advantage.

Salary: £7,392 to £7,803 inclusive.

Casual car user allowance payable.

(2) A TRAINING ASSISTANT who can contribute as a member of the team in the continuing development of the Training Unit, to take responsibility for organising and participating in training activities for Play and Recreation Workers, preparing training resources and providing information. It is essential that applicants have previous experience in working with children and young people and can demonstrate a practical aptitude in a variety of relevant skills.

Salary: £5,507 to £5,950 inclusive.

Casual car user allowance payable.

Typing skills are desirable for both of the above positions. For an informal chat ring David Griffiths, Training Tutor, on 01-607 3131, Ext 51.

Further details and application forms obtainable from the Parks and Recreation Manager, 345 Holloway Road, London N7 0RS (01-607 3131, Ext 90), returnable by Friday, July 25, 1980.

Our jobs are open to all races and both sexes.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT

THANET DIVISION
INSTRUMENTAL MUSIC SCHEME
BRASS TEACHER, Scale 2
September, 1980, or January, 1981

Applications are requested for the above post.

Applicants should be experienced players and teachers, and duties will include teaching all brass instruments in the County's Secondary Schools and at the Music Centre as well as being responsible for the wind and brass work in the Division.

Travelling expenses will be paid according to the County rate.

An application form and further particulars can be obtained from the County Education Officer, The Kent Music Centre, The Master's House, College Road, Maidstone ME15 6YQ, to whom they should be returned as soon as possible.

TEACHERS

Are you interested in a part-time sales position in the London, Birmingham, Bristol, Glasgow or Liverpool areas with excellent earnings potential? If so, and you can impress us with your integrity, personality and background, we believe that we can offer you a rewarding, challenging and progressive part-time post.

Our company, the number one in its field, is an international publishing company and markets outstanding products acclaimed by educators throughout the country. No previous experience is necessary as we offer thorough basic and continuous training.

For local interview, please write in the first instance to: E. J. Lowe, World Book-Childcraft International, Inc., Canterbury House, Sydenham Road, Croydon CR0 2LN.

LONDON
THE FOURTH CHANNEL DEVELOPMENT EDUCATION GROUP
COORDINATOR
The FCDEG seeks a person to coordinate its activities and approaches to the new Fourth Channel Company and the Independent Broadcasting Authority. The purpose of the FCDEG is to attempt to set up a Television Production Company to supply programmes in the field of development education. The Coordinator, who will be responsible to the Board of the FCDEG could expect to work on this particular task for at least six months. The post could lead to a permanent appointment in one of the member bodies of the FCDEG.

Salary about £6,000.

For details send letter and curriculum vitae to: The Chairman, FCDEG, c/o CWDE, 128 Buckingham Palace Road, London S.W.1.

Final applications by July 31, 1980.

SPRINGBOARD
A Manpower Services Commission project sponsored by Somerset County Council in Frome requires a COORDINATOR to take responsibility for the management of a scheme at Frome Youth Club providing employment in projects in the community for at least 16 young people (salary £6,115 per annum) and a DEVELOPMENT OFFICER to maintain and develop projects for Springboard and to supervise young people in their placements in the community (salary £4,700 per annum).

Starting date September 1, 1980.

Apply in writing before August 1 or for further information to M. C. Johnson, Area Community Education Officer, Portway Avenue, Wells, Somerset.

MATHEMATICS TEACHER (35), 1st class Honours Graduate—with 2½ years' teaching experience—needs Primary/Secondary/F.E. post for 3 days a week, from September.—Write Box No. TES 3817, The Times WC1X 8EZ.

RESPONSIBLE, Deputy House-parent, non-residential, required for developing group home for eight young adults. Handwork, craft and/or domestic skills an advantage. Some sleeping-in duties. Salary based on N.J.C. scales. Driving essential. Contact John Ra_, United Response, 13 Abingdon Road, London W8. 01-937 7745.

ZEN Meditation Instruction Weekend Introductory Retreats. For more information write: Order of Buddhist Contemplatives, Throssel Hole Priory, Carrshield, Hexham, Northumberland NE47 8AL. Visits by appointment only.

Outdoor Education

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For magnificent coastal scenery, dynamic study environment. Great food. Extensive range of activity and field study subjects or accommodation only. At prices you can afford.

Facilities include accommodation for 55, central heating, drying room, "Outdoor Studies" room, Large colour TV lounge and dining room. Projection and games facilities plus minibus.

Brochure from: Shoreline Holidays, Downs View, Bude, Cornwall. (0288) 3154.

COURTLANDS CENTRE
Kingsbridge, S. Devon
Facilities for school journeys, fieldwork and activity programmes. Close to coast and moorland and woodland. Gymnasium : Project rooms : good food : Licensed Bar. Details: Dept. T.E.S. Tel.: (054 885) 237.

CUMBRIA
CASTLE HEAD FIELD CENTRE
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Close to central lakes and coast. An independent residential centre for school and Higher Education groups. "O" and "A" level fieldwork. History. Geography. Geology. Biology. Environmental Studies. Orienteering. Navigation.

Facilities for residential conferences up to 100, October-March, with staff and visiting speakers accommodated free.

Holiday courses for youngsters nine to 16 years.

LONDON
INNER LONDON EDUCATION AUTHORITY
MARCHANT'S HILL RURAL CENTRE
Hindhead, Surrey

Applications are invited from TEACHERS interested in teaching outdoor pursuits and environmental studies for appointment as RESIDENT ASSISTANT WARDEN at the above Centre from September 1 1980, or as soon as possible after that date.

In normal accommodation the Centre caters for up to 108 pupils, from both primary and secondary schools, for weekly periods throughout the year.

The assistant warden may assist with in-service teachers' courses as well as having a regular teaching commitment and helping party leaders in the formation of their school's programme.

Salary equivalent to Burnham Scale 1 plus Fringe Area London Allowance of £177. A non-superannuable allowance of £1,108 per annum is payable for an average of 15 hours per week extraneous duties. Single accommodation is provided and the charge for board and lodging is currently £375 p.a.

Application forms available from and returnable to the Education Officer P.S.7, Room 290, The County Hall, London SE1 7PB, by July 18 1980.

MINERVA OUTDOOR VENTURES

Experts in outdoor education for the young invite you to bring a school party to our farmhouse Centre in the Brecon Beacons, South Wales. We specialise in Adventure Weeks and Field Study Courses, individually designed to suit your own special requirements. Canoeing, pony trekking, climbing, archery, caving and much more in small groups and absolute safety. We are very experienced and pride ourselves on our caring supervision. Ideal for age groups nine to 18. ILEA approved. Your first trip? Don't worry. We take all the problems off you. Beginners our speciality. Details from Minerva Outdoor Ventures, Crown House, 19 London Road, High Wycombe, Bucks. Tel: (0494) 410583.

SOUTH DEVON
COURTLANDS CENTRE
Kingsbridge
INSTRUCTORS required immediately July to September, to teach adults and children canoeing, sailing, waterskiing, climbing, camp craft, orienteering, riding and surfing. Must be qualified. Experience in a variety of the above activities and general physical education an advantage.

Please telephone : Mr. I. Garland, Courtlands Centre, Kingsbridge, S. Devon. Tel : Doddiswell (054 885) 227.

SNOWDONIA
SCHOOL OF ADVENTURE (TE)
Barmouth, Gwynedd LL42 1DX
Activity holidays and courses. Climbing, Sailing, Canoeing, Mountaineering, Windsurfing, Caving, Orienteering.

From £48 plus VAT. Open all year.

Tel : Barmouth (0341) 280321.

SNOWDONIA. Ideal Hostel Base for Field Studies or School Trips. Foot of Cader Idris, 1 mile from the sea. Friendly welcome. Help with supervision and planning if requested. Details phone Fairbourne (0341) 250319.

PRISTON MILL, near Bath, Avon. School visits. See stone milling in progress. Telephone Peter Hopwood on Bath 23894.

English as a Foreign Language

BERKSHIRE
THOMAS GRAY LANGUAGE CENTRE
Queens Road, Slough SL1 3QW
Required for September 1980 :
TEACHER OF ENGLISH AS A 2nd LANGUAGE (Scale 1)

We are looking for a teacher with good experience of teaching at middle school level, to be responsible for a mixed class of up to 20 non-English speaking children. The teacher will be aided by a full-time welfare assistant in the classroom. Relevant TESL/TEFL qualification desirable but not essential as in-service support will be available.

Forms and further details from the Co-ordinator for Multi-Cultural Education, at the Thomas Gray Language Centre. Closing date July 25.

BOURNEMOUTH
KING'S SCHOOL OF ENGLISH
Temporary E.F.L. TEACHERS are now required for July and August.

Please contact the Deputy Director of Studies, King's School of English, 58 Braidley Road, Bournemouth BH2 6LD.

EDINBURGH
Part-time TEACHER for small group of 13 to 17 year olds. Starting September.

Enquiries to the Administrator, Hill Side School, Belford Church, Douglas Gardens, Edinburgh. 031-225 3310.

HARROW
EDUCATION COMMITTEE
HARROW E.S.L. SERVICE
PERIPATETIC E.S.L. TEACHER (Scale 2)
Required to cover for Maternity Leave from November 1980, an experienced teacher with appropriate qualifications (eg R.S.A. Cert in T.E.S.L.) to work initially in a High School.

This is an opportunity to join a lively team of E.S.L. specialists currently developing new approaches to Language teaching and multi-cultural education.

Application forms from and to be returned to Civic Centre by 25 July. Please enclose S.A.E.

OXFORD
Highly-qualified experienced E.F.L. TEACHER required for our residential summer courses teaching English to businessmen in Oxford.

Available July and August.

Very good salary.

Send full curriculum vitae and photo to: Lingua Franca, 13 Gillingham Street, London S.W.1.

QUALIFIED and experienced chef-trainer required 1980. — Apply with curriculum vitae references to the Padworth College, near Berks.

QUALIFIED EFL teachers to start work in Sept medium-sized language Piraeus (Athens), Greece lent salary and condi year contracts with passage paid or bo renewal. Apply with c vitae to Stanton & Hereford Road, London Tel: 01-229 4265.

REPUTABLE all year lish Language School Agents Teacher contact vide foreign students mission. Its English 43/44 Cambridge Gardens ings Tel : 0434 438025.

WANTED : T.E.F.L. cher, from autumn, summer, 1981, a months. A flatlet only provided. Write to Perdikopoulou-Nearchou, Odysseos Str., Xanthi,

Locum Instructors

Salary Scale £4,038-£5,253 inc.

London Borough of Brent have two vacancies Locum Instructors at the Strathcona Social Education Centre For The Mentally Handicapped, Strathcona Road, Wembley.

Post (A) For 1 year from September 1980.
Applicant should have some artistic ability and craft skill to offer, preferably with art training or experience in art teaching.

Post (B) For 2 years from September 1980.
Candidate should preferably have some experience or qualification in the field of mental handicap and be interested in the teaching of basic education skills, social training, sport, gardening, etc. For informal discussion please contact Gorda Lewis at the Centre 904 5832.

Application forms and job descriptions from the Controller of Personnel & Management Services, Room 708, Brent House, High Road, Wembley, Middlesex, returnable 24th July. Telephone 01-903 0371 (24-hour Ansafone service).

Reference number S/E/848/JD must be quoted.

London Borough of
BRENT

Investigations in Assessment and Examinations

One of the Schools Council's five new programmes of work is aimed at improving the examinations system. The Council needs five well-qualified people to conduct the following studies:

1. The use of examination results.

A researcher and research assistant are needed from January 1981 for two years to investigate how examination results are used in selection for employment and further stages of education. The study will survey current practice and explore attitudes towards alternative ways of reporting on pupils. The work will complement research being conducted at Reading University under Professor Jack Wrigley.

2. Profile reports for school leavers.

An individual with good school experience and some research background is required to survey and report on profiles designed to describe the experience and achievements of school leavers. The report will reflect enquiries among pupils, teachers, employers and administrators. The appointment, graded as researcher, is for one year from September 1980 or as soon as possible thereafter.

3. Grading of examination results.

A researcher is needed from January 1981 for one year to investigate the grading of examination results based on papers at different levels of difficulty. The study will involve a review of research findings and discussions with examining boards.

4. Graded tests/Profile reporting within examinations.

The work comprises two six-month studies from January 1981 and a single researcher may well be qualified to take responsibility for both during the course of the year. The work on graded tests will entail review and appraisal of recent developments, particularly in modern languages. The study of profile reporting within examinations will involve a review of experience and research findings in consultation with examining boards.

Salaries will be on the scale £8000-£9517 for researchers and on the scale £5500-£6950 for the research assistant. London allowance at £780 would be payable in case of appointments based at Great Portland Street.

Each post may alternatively be filled by secondment at existing salary plus an allowance of £250.

Contact Mrs Ann Stewart, Schools Council, 160 Great Portland Street, London W1N 6LL - telephone 580 0352 Ext. 351 - for further information and application forms. Please say which post interests you. The closing date for applications is 25 July.

Schools Council

tments

French teacher, 10 rience, seeks l-time job, 15 miles Slough maximum. Car l. Slough 42

master currently ILEA, seeks residential general subjects, with preparatory experience preferred. Honorarium Write Box TES 3846, WC1X 8EZ.

Graduate, 35, Public experience, seeks post in school, London or —Write to J. P. 10 av. Frémiet, Paris (France).

ale graduate 32, Grammar school experience, seeks independent post but not essential preferred but Hornchurch 45900 or write to G. König Ring 46, 6700 Germany.

with P.C.E. seeks independent prep school. Offers English, French, Spanish Geography. Junior General Science, day or 3 years' teaching experience, 6 years' commercial and Contact J. Hayward, Portwilliam Tel.: Port after 6 p.m.

with experience in sculpture, painting and seeks part-time —Please ring 01-348

schoolmaster, 40s, years experience, 'O' level. Classics, responsible, non- residential teaching or post—Write Box No. The Times WC1X

GRADUATE in Russian and subsid. in English French), seeks post school anywhere 1980. Please reply TES 3860, The Times

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IN ECONOMICS
EDUCATION

T.E.F.L. COURSES

ama Ltd will be holding eight one-week courses in eaching of English as a Foreign Language at Rutherford College, University of Kent, Canterbury, starting on ays from July 7 to September 1, 1980.

Course is residential and candidates should possess rsity Degree or a Teaching Certificate (or similar cation).

ber of teaching posts in Portugal, Spain, Japan, d, Finland, Greece, Brazil, Germany, Italy and may be available for successful trainees in 1980/

Course will be conducted by Direct Method experts. fee will be £168+VAT, and includes instruction, ing manuals, private room and all meals, as well as of recreational facilities.

further information please WRITE to Linguarama Ltd, ord House, Canterbury, Kent, CT2 7NX, tion: Staff Manager, TEFL Courses, enclosing a ped addressed foolscap envelope.

admittance to a Master's Degree in Education, should write in the first instance to the Advanced Studies Department, University of London Institute of Education, 20 Bedford Way, London WC1H 0AL.

MOUNTAIN-WALKING Leader training course at Crowden Outdoor Centre. For those who find a full week off work difficult to arrange, our four-weekend course is ideal. The staggered dates also allow time for practice and rest between sessions, based in the Peak District with one weekend in the Lakes. Dates: September 13-14, October 4-5, October 25-26, November 15-16. Fee £84 inclusive. — Further details from Crowden Outdoor Centre (04574 (Glossop) 62821.

Awards and Scholarships

ANNOUNCEMENT

An EXAMINATION will be held at the address below on Monday, August 18, at 9.30 am for applicants for a scholarship to cover fees for the study of G.C.E. "A" levels at the Central G.C.E. Tutorial College during the academic year 1980/81. Candidates should send a letter of application to reach the college no later than one week before the date of the exam.

CENTRAL GCE TUTORIAL COLLEGE,
8 Herbrand Street, London WC1

BRISTOL
THE UNIVERSITY
CHORAL AND ORGAN SCHOLARSHIPS

The University of Bristol has an ORGAN SCHOLARSHIP tenable at St. Paul's Church, Clifton (the centre of the Anglican Chaplaincy), awarded every two years; and a CHORAL SCHOLARSHIP for Tenor voice tenable at Bristol Cathedral, awarded every three years. Both are to the value of £150 plus certain expenses and are tenable for three years.

The awards are not restricted to members of the Church of England.

Successful candidates are normally expected to read for a degree in Music and must satisfy the admission requirements of the University.

Prospective candidates should write to the Registrar, University of Bristol, Senate House, Bristol BS8 1TH, asking for details concerning the method of application and the examination.

The closing date for applications is the last day of November, 1980, for admission in October, 1981.

Personal

Announcements

IMMEDIATE ADVANCES
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PETERBOROUGH
WALTON SCHOOL
Peterborough
Retirement of Mr. W. G. Wood. Informal buffet reception, December, Town Hall, Peterborough, £3.50 a head. Presentation contributions to Mrs. Ruff. Tickets from the Bursar Walton School. Closing date: September 30.

ADVICE 'On' naturist facilities. Pauline Baker, Naturist Headquarters, Orpington BR6 4ET.

A TEACHER'S Companion to Report Writing (3rd impression). Find an appropriate comment to cover any child for many subjects. £1.50. Copies from "Triggers", Freepost Maidstone, Kent ME16 8BR.

BANK LOANS—immediate. Repay only £11.16 p.w. for £2,000.—

CHEMISTRY. Tuition, full or part time at "O" and "A" level required from September for college in Kensington. 370 6739. 23 Collingham Gardens, SW5.

COTSWOLDS. Family frml to let, reasonably, 1 to 4 weeks from July 19 during owner's holiday. Details Wotton-under-Edge (045 383) 2782.

E.S.N. TEACHER required, minimum one year for four year old epileptic boy. His reasonl, bright but lacks concentration and speech. Accommodation available. Apply S. Forbes, 32 High Street, Alcester, Warwickshire, Telephone Alcester 762112.

HOLIDAYS AND PERSONAL LOANS from £100 arranged without security or delay. Campbell & Hobson Ltd, 107 Jermyn Street, London SW1Y 6EH, Telephone: 01-839 6950.

JOB-HUNTING? Seeking promotion? Helpful hints on preparing your own curriculum vitae, plus specimen c.v. and application letter. Send cheque/P.O. value £2.50 to SCRIBES, Box TES 3848, The Times, WC1X 8EZ.

MORTGAGES, remortgages, top-ups, special facilities.—Hometown, 2 Alexandra Road, London N.8 01-889 5244.

MORTGAGES. "Top-ups", remortgages, secured and unsecured loans for teachers.—Martin Hussock Ltd., Incorporated Mortgage Brokers, Freepost, London NW4 1LL. Tel : 01-346 4653 (24-hour answering).

PART-TIME Tutors required, all subjects, Greater London and Home Counties. Telephone Home Tutors Agency 01-907 1958.

PUBLISHER requires drama scripts, short stories, novels suitable for classroom use with secondary children of all abilities.—MS to Columbia Press, Box No TES 3837, The Times, WC1X 8EZ.

RETIRE with profit, a guide to starting your own business for those leaving the teaching profession. £3.20 from K.H. Management, 115 North Lane, East Preston, Sussex.

SAME DAY AND POSTALOANS Unsecured £50 to £1,500.— Richmond Investments Limited, 4 The Green, Richmond, Surrey. Telephone: 01-940 9836/3920. Established 1934.

SPANISH GIRL graduate seeks position teaching Spanish coming year. LITAGO: D. Lozano, 2, Zaragoza 6, Spain.

T-SHIRT and S. shirt printing with your club/school design. Other sports-wear available. For details: Tony-T-shirts, 426 Edgware Rd., London.W.2. Tel: 01-723 7303.

T-SHIRTS and S.S. printed for your school, college, club.—Details from the Sussex T-Shirt Co., River Road, Littlehampton, West Sussex, BN17 5DZ. Telephone 09064 7298.

TUTORS WANTED to give private lessons in school subjects. Student Services, 181 Station Road, Marple, Cheshire, Tel.: 061 427 2513.

WARREN RECORDINGS offer a service: cassette duplication, pressings from your tapes or our location recording. Warren Recordings, 59 Hendale Avenue, London NW4 4LP. Tel. 01-203 0306.

WRITE and sell Children's Stories. Mail tuition. Sales assistance. Free booklet. — Children's Features (TES), 8/9 Bexley Square, Salford, Manchester M3 6DB.

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